

MAR 31 1938

# School Activities

**Socialization Program in the Chicago Schools**

*William H. Johnson*

**Pupil-Appreciation of High School Assembly  
Programs**

*Russell C. Hartman*

**Selecting a National Debate Question**

*C. Stanton Belfour*

**An Education Tour**

*Roy E. Taylor*

**The Forensic Experience Progression**

*Elwood Murray*

**The Pep Meeting—an Educational Opportunity**

*G. G. Starr*

**Excellence in Dramatics—a Challenge**

*Arthur C. Cloetingh*

**American Problems Classes Become Airminded**

*Margaret E. Eulenstein*

**News, Notes and Comments**

**How We Do It**

**School Clubs**

**Stunts and Program Material**

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## As the Editor Sees It

Excerpts from the current advertisements of a distiller: (the parenthetical comments are ours) "No person should spend a cent for liquor until the necessities of living are provided—and paid for" (If it could only be true). "Whiskey is a luxury and should be treated as such" (If it only were). "As one of America's leading distillers we recognize a definite social responsibility" (If they only did). "The very existence of legalized liquor in this country depends upon the civilized manner in which it is consumed" (If there is such a thing as civilized consumption of liquor.)

In the Jefferson County High School of Tarrant, Alabama, an "oral newspaper," the "Wildcat Jabba," is presented in the assembly on alternate Fridays. It consists of news stories, shorts, society, editorials and two "gossip columns." May we repeat; a school newspaper does not have to be printed in order to be a school newspaper.

Supervised correspondence courses for high school students (1) enrich the curriculum; (2) provide practical material; (3) capitalize individual differences; and (4) entail relatively little expense. They will be in your school's schedule tomorrow. A brief account of one plan is reflected in the "Have You Read These?" department.

For several months before the West Central District Contest for Illinois school bands, Chairman Paul O. Morrison of Quincy sends out, to the various band directors, frequent lengthy mimeographed helps, hints, pointers, and other suggestions, some of which concern the details of the contest, but many of which concern the non-contest phases of band work. An excellent idea!

We congratulate *School Life* on its improved appearance and its more practical material.

Following his investigation of "High School Teachers' Knowledge of Their Pu-

pils," H. L. Baker concludes among other things that high school teachers know less than a fourth of the facts about their pupils which educators, guidance specialists, and psychologists consider of importance . . . The school administration should definitely set up the securing of (this) knowledge as one of the important goals . . . One of the most promising of these (opportunities) is association with pupils in extra-class activities.

Dean H. L. Smith of Indiana University, after making a nation-wide survey, finds that moral instruction in our schools is totally inadequate. Teachers and administrators are sincerely concerned in the moral welfare of youth but they are hesitating to inaugurate or carry out any definite instructions because of a fear that this worry will become involved in a religious controversy. Too bad! Dean Smith makes a plea for a coordination of the efforts of all the interested agencies, the home, the church, the school, the community, and the Federal Government.

More than a hundred seniors in the school of Journalism of Syracuse University recently failed to pass a "gullibility test;" they signed a paper which began with a petition to eliminate final examinations but ended with a promise to serve five years in a chain gang. 'Nother proof of the need of thrift training!

In a day marred by sordid college practices in competing for students it is refreshing to find one president, Bancroft Beatley of Simmons who warns parents by such "Don'ts" as these: "Don't lead the child to assume that, of course, he is going to college . . . or assume that his life is blighted if he doesn't go . . . Don't send him to play football, make a fraternity, or have a good time . . . and unless you can finance his first year . . . Don't allow sentiment about a college to interfere . . . And listen to what his school advisors say about him."

*School Activities*



# Socialization Program in the Chicago Schools

WILLIAM H. JOHNSON

*Superintendent of Schools, Chicago, Illinois*

ONE OF THE important features of the educational program for the Chicago Public schools initiated by its superintendent is the "Socialization Program." The purpose of this program is so to organize the work and activities of the schools that the boys and girls will have abundant opportunities to the practice of good citizenship.

Training boys and girls in our American schools in this respect is not a new problem. Educators have always sought ways and means by which they could best put into effect a program of training for good citizenship. For a time it was felt that changing the curricula would bring about the desired results. Later, following the event of the philosophy of John Dewey, schools sought to provide an environment in which the child could practice being a good citizen. This brought about extra-curricular activities. In many instances the extra-curricular activity grew out of the curricular. With changing economic, social, and educational conditions, great impetus was given these activities. Everywhere their values were recognized and proclaimed.

The present tendency is to make these extra-curricular activities part of the curriculum. In the Chicago schools it is known as the "Socialization Program." It is intended to give attention to matters of a broad scope involving cultural and practical training which will be useful to the pupil and help him live a richer life. It will include training in all phases of, civic, social, and personal conduct and relationships which will make for a happy, harmonious life both in and out of school.

The program does not confine itself to assemblies, clubs, and like organizations, but rather is all-inclusive, covering a wide range of activities, including those of the classroom proper. It covers all activities on each educational level from the the kindergarten to the junior college inclusive, which lend themselves to the proper socialization of the pupils. The aim of these activities is to furnish pupils with opportunities which will enable them to develop those social traits required in a well-conducted social order. It is based upon the premise that the schools should develop interests and habits that will improve the everyday living of the pupils both in and out of school. It will be a definite part of every subject in the curriculum.

By no means is the program of a uniform nature throughout the city. Because of the variations in

economic, social, and racial factors found in the various schools of our city, each principal and his teachers must work out a program that meets the needs and interests of their particular situation in the most effective way.

In all schools extra-curricular activities have been planned and developed which provide real life situations and give pupils ample opportunity to learn to make the proper responses and adjustments. If effective learning is to take place, the pupils must be thoroughly aware of the fact that they are expected to acquire certain information and habits of conduct. The pupils must be conscious of the materials and methods of instruction if a development in socialization is to become evident as the pupils progress in school.

## SOCIALIZATION IN THE ELEMENTARY SCHOOLS

In the Chicago public elementary schools the socialization program is broad in its variety of activities, involving both the direct and indirect methods of approach. The principals and teachers have worked out various plans involving frequently a direct approach to socialization, especially in the lower grades, on the premise that the younger children do not generally know how to react properly in many situations and, therefore, need to be instructed.

One of these plans involves a systematic and formal series of lessons based on certain social traits which desirable members of society should possess; for example, Self-control, Obedience, Respect for Rights of Others, and similar topics. These units are taken up periodically in regular class time. The teacher presents each unit with a talk in order to provide the pupils with the proper perceptive mass, so that they may understand the materials of the learning activity. The materials include such aids as: (1) stories and dramatization, (2) music, (3) verses, (4) pictures, (5) handwork, (6) games, (7) free play or supervised optional play, and (8) parties. Not necessarily are all these aids used in any one lesson. Leaving nothing to chance, the teacher points out the specific proper conduct in each case. After the pupils have conquered the required activity materials, the teacher presents "situations" which are nothing, more or less, than "learning by doing" opportunities, to which the pupils apply the principles they learned from the activity materials. To direct the pupils in the channels of proper responses, the

teacher follows each "situation" with a series of questions.

Another plan supplements the one just mentioned with a "self-rating card" on which are listed several personality traits such as, punctuality, cooperation, cleanliness, workmanship, and the like. At the close of the week each pupil rates himself. These ratings are checked by the teacher, and in the event of any disagreement in rating between teacher and pupil estimate, a conference is held. Periodically during the semester a "Citizenship Card" is sent home. An unsatisfactory card must be signed by the parents and returned to school.

All the Chicago public elementary schools have organized clubs of one type or another as a means of socializing pupils. These may be grouped as (1) service clubs and (2) special interest clubs.

*Service Clubs.* All the elementary schools have civic clubs whose prime objective is the welfare of the school and its pupils. In these clubs the pupils participate in the management of the school. They do not manage the school. The typical civic club is organized on the same plan as a city with a mayor, health commissioner, fire chief, police chief, clerk, and a council composed of an alderman from each room. Thus the pupils are taught how elections are carried on through actual participation in them. They also learn the duties of the various public officers by seeing similar duties discharged by similar officers in the school. The council is an advisory body, which brings up many practical and helpful suggestions looking toward the improvement of the school moral.

*Patrol Boys.* Probably the most tangible and effective piece of work done by these pupil "cities" is the work of the patrol boys, whose duty it is to guard the street intersection crossings during the periods the children go to and from school. The patrol boys have been very effective in reducing the number of crossing accidents and promoting safety first. The value of the patrol boys cannot be over-estimated.

Other types of service clubs, organized generally as branches of the civic club, are the Junior Red Cross, Hall Marshalls, Spring Clean Up, and many others whose main objectives are service to the school and to the community.

*Newspapers.* Another desirable socializing activity is the school newspaper. Two hundred four

Chicago public elementary schools report having newspapers. In many instances it is an origin of the civic club serving to coordinate the undertakings of the school, to interpret the school to the community, and to provide the pupils of the school with a medium of expression, particularly creative expression. It provides ample opportunity for character training through pupil participation. It vividly demonstrates the need for cooperation, fair play, and punctuality, besides giving excellent training in functional English and business methods.

*Special Interest Clubs.* Under clubs of special interests we find a very wide range of activities in the Chicago public elementary schools. These clubs not only enrich the children's social experiences, but also develop their leisure-time interests. Probably the most common clubs of this type are the hobby clubs, which encourage interest and develop abilities in art, music, and handwork. This type of club is also organized in the interests of collectors of stamps, coins, minerals, butterflies, etc.

No attempt is made here to list all the clubs which have been organized by the various elementary schools in Chicago. Nor is it to be assumed that any one school has all the above mentioned clubs.

As was stated in the introduction, every school principal organizes his socialization program in the light of the needs of his community.

*Assemblies.* The virtues and advantages of school assemblies have long been proclaimed. Therefore, in the Chicago socialization program, they play an important part. The elementary school assemblies are of three types: (1) holiday assemblies, (2) music assemblies and (3) assemblies based upon units of instruction in the various subjects studied in the classrooms.

The holiday assemblies are of the usual type, for the purpose of imbuing the pupils with the spirit of patriotism and acquainting them with the ideals and traditions of our nation.

The music assemblies are held about once each month. In these the pupils participate in mass singing, listen to one or more of their talented classmates render vocal and instrumental selections rendered by musical organizations from the local high schools or sponsored by the W. P. A. The aim of these assemblies is to offer pupils an

Because of his skepticism concerning the value of much of the high school's program and his insistence that his own schools provide a training that is really beneficial, Dr. Johnson has "locked horns" with those who demand "a return to the ancients"—those who justify education on the basis of such esoteric aims as "enriching the soul," "harmonizing the consciousness," "ennobling the spirit," and "sharpening the mind." And he has been often misquoted, greatly misunderstood, and much maligned. SCHOOL ACTIVITIES is glad to present this first-hand account of what the Chicago schools are doing in a very vital field long neglected by professional educators.—The Editor.

opportunity for music appreciation and participation.

The classroom or subject assemblies are probably among the type of activities which afford pupils the greatest opportunity for initiating, organizing and developing the programs. Each room in every school is given an opportunity to put on a program at least once during the semester. These assemblies are arranged sometime in advance and publicized so that parents may attend. Topics are taken from a unit in a grade subject. For example, in one of the elementary schools, the kindergarten pupils were looking at pictures of "Children of Other Lands" with the aim of stimulating a friendly attitude towards other races, and acquiring a knowledge of the lives and customs of other children. The Eskimo seemed particularly to hold their attention, and since so many questions were asked, the class decided that it would like to know more about these people. This brought about a discussion of the kinds of homes in which the Eskimos live, the clothes they wear, the food they eat, animal life, manner of travel, care of dogs, and other points pertinent and peculiar to Eskimo life. This led to a desire to create a situation which would portray the lives and habits of the Eskimo children. Since Christmas was near at hand, the pupils volunteered to put on an assembly program. This offer was accepted and soon the children were at work building the necessary paraphernalia and practicing their parts and songs.

The preparation for and production of the assembly: (1) established a social spirit, (2) brought about an appreciation of the other children's efforts, (3) developed a new interest in children of another land, (4) created and formed new ideas about things in general, (5) developed a spirit of individual responsibility to others, (6) promoted a desire for the protection for animals.

*The Libraries.* Modern educational philosophy recognizes that if a child has been instilled with desirable civic attitudes and habits, there need be little concern about his taking his proper place and living harmoniously with his fellows. Educational philosophers have long proclaimed that actual living now is the best preparation for future living. With this in mind educators are centering emphasis on the child as a member of society and are giving the child every opportunity to participate in activities that will provide experiences which will make for harmonious living in a social group.

Among the many socializing agencies within the scope of the elementary school which can contribute much to develop the desired civic habits and attitudes, the school library is today out-

standing. Here pupils are taught to develop interests and trained to make judgments based upon correct information.

The Chicago public elementary schools are making serious efforts to provide libraries. Because of the diverse character of the various communities in which the schools are located, standardization of libraries has been avoided. In all cases, however, the service is centered about a room approximately of classroom size or larger, set apart for the purpose, artistically decorated, and adequately equipped in accordance with recognized library practice and, most important, a room where "the library atmosphere" is possible. This means, of course, proper book shelves, chairs, tables, wall decorations, window curtains, and table lamps. In the newer buildings such locations have been provided, while in the older buildings various other locations from basement to roof have been appropriated for the purpose.

*(Continued next month)*

## Discussion Practice for Youth

C. C. HARVEY

*Department of Secondary School Principals of the National Education Association*

A few months ago the National Association of Student Officers, together with several other youth organizations, met in its annual convention in Detroit. Following the meeting the executive secretary sent a short questionnaire to student officers and sponsors who had taken part in the convention asking for criticisms and suggestions for use in planning the next gathering of the organizations. Almost without exception the students replied: "Give us more discussion meetings."

What is the reason for the enormous interest in group discussion which has increased so rapidly in the last few years? It seems that at a time like the present, when youth is bombarded from all sides by the propaganda of self-seeking interests, it is important to analyze all phases of questions that arise and try to arrive at some sort of a decision based on calm consideration through cooperative discussion. One prominent writer has called the method of discussion the method of democracy. Perhaps cooperative consideration of the issues facing democracy will help to lead the citizens of our country through the dangers which appear on both sides: extreme radicalism on the one hand; and the equally perilous threat of reactionary conservatism on the other.

There is a growing tendency among young people in the country to apply the methods of group



discussion to the solution of their own problems as well. In some schools there has been an increase in the amount of student participation in class procedure, as well as in the management of the affairs of the school. The beginnings have been small, but more and more freedom is being given to students in an effort to get away from the old formal method of student oral participation by recitation only, with but few exceptions. With the added freedom that students are assuming, however, there is added responsibility: they may manage as much of their own affairs as they show themselves qualified to handle.

#### IMPORTANCE OF DISCUSSION METHODS

The methods and techniques of group discussion are not difficult to master, but they should be used at all times so that the greatest benefit possible may result. There are certain principles which do not change, although the definite practices may be altered to suit the purposes of the topic to be discussed.

*Preparation.* The first logical step is that of preparing for the various activities of cooperative discussion. A small group, preferably not more than twenty students really interested in this kind of an activity, should meet ahead of time to elect a chairman and secretary and to choose the topic for the meeting or, for the series of meetings. There must be something vital to discuss, a real issue, a point of conflict. Questions for discussion may be limited to the general purposes for which the group is organized. For example, a political science club would discuss political issues; a student council would discuss participation in school affairs; a journalism club would talk over the problems which arise in running a newspaper.

A discussion group is not primarily a study club, but some preparation by reading up on the topic to be discussed is desirable. This will help to avoid wasting time which might be spent in arguing a point that could have been settled either before the meeting or by reference to some materials readily available. For this purpose the cooperation of the library is important, and some materials pertaining to the subject should be at hand during the discussion.

*The Discussion.* In conducting the conference itself, certain principles will guide the group towards the most fruitful results. How they are applied will depend on the group and the topic under discussion. They may, however, be summarized briefly as follows:

1. A clear statement of the issue by the leader.
2. Participation by all members of the group.
3. Freedom from prejudice, personalities, and being pointlessly funny.

4. Discussion going at all times toward a solution of the issues involved.

5. Control of the desire to "make a speech."

6. Sticking to the subject.

7. Avoidance of argument; (discussion is not debate.)

8. Sticking to realities; not getting up in the clouds.

9. Summarization for the leader of what has been done and what remains to be done.

10. Ending the discussion in some action definite enough to give the feeling of satisfaction and accomplishment.

Many other principles could be given, but the ones given above are somewhat more basic than those of a longer list would be.

*Applications.* The conduct of a discussion group is useless unless the results are put to some service. For this reason topics should be selected which are concrete, upon which some definite action can be taken after all sides are carefully considered. Not all clubs nor all classes can be managed on the basis of group discussion; it would do little good, for instance, to discuss mathematics, foreign languages, or dramatics. If knowing the truth makes one free then applying the methods of discussion to the work of the school, both inside and outside of class, will be an important liberating influence on the students of this and coming generations.

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"Time, it is said, is the essence of things. But leisure time, what of it? In the life of the individual is it to be regarded as made up of transient, stagnant interludes between periods of activity? Or is leisure time but a gateway thru which 'dull care,' frustration, ennui, and the forces of darkness—legion in guise and form—shall enter to warp and crush the human spirit? Leisure is a new heritage—the gift of the modern gods of the industrial realm. The gift is parceled out here with parsimony, there with ironic and unwanted prodigality, or again, perchance, with measured nicety. It is a gift without intrinsic value. To attain value such must be acquired. The gift is not so endowed by original grant."—*Leyton E. Carter in A Study of Public Recreation in Cleveland.*

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All our intellectual and most of our emotional discriminations keep their order and clarity through words.—*I. A. Richards*

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Dictators once ruled through the ignorance of their subjects; today they rule through control of the thought of their subjects.—*Robert P. Crowford.*



# Pupil Appreciation of High School Assembly Programs

RUSSELL C. HARTMAN

High School Principal, Burlington, Iowa

THE NEW-TYPE assembly, as provided on the pupil-teacher school-time schedule of an increasing number of secondary schools, has developed to a point representing major administrative recognition. While practise in the amount of time allotment varies widely, the provisions for such assembly-periods bulk large in the schedule of the average high school.

In view of the school-time importance accorded the assembly, the problem of group and individual pupil-interest—always paramount in a learning situation—becomes a challenging one. With this in mind, a survey was made recently of the 630 pupils' appreciation of 136 assembly-programs given during one school year at the Oskaloosa, Iowa, high school. The technique employed in the research is unimportant in this discussion. We shall present and discuss only the findings and the educational implications of our study in an improvement program.

The entire assembly program set-up at Oskaloosa embodies a distinct and definite educational philosophy. The total of 136 programs lend themselves to a simple, logical sub-grouping, possible only through the fact that all numbers are planned and not, like Topsy, permitted to "just grow." The following data represents our student-body's reactions in general to the year's calendar of 136 programs included in this study.

All programs, which are developed under the sponsorship of an efficient faculty-committee, are designed to contribute toward the specific realization in pupil experience of the central objective. The central objective of the somewhat pretentious program-calendar is the favorable attitude of pupils toward refined living, as manifested in high-quality individual production and consumption, and in intelligent adjustment in civic-social relationships.

## I. Programs to Enlarge Ideals and Values in Conduct

Subject matter: Personal Ethics (The Inner Life)

Appreciation as average to Appreciation superior or low or at exceptionally least below worth-while the average

Comment:—Seniors generally, as well as National Honor Society members (selected on basis of charac-

ter service, scholarship.) and the faculty teaching staff, were virtually unanimous in a high degree of favorable appreciation of these programs. The unselected group of students (620) at large, however, weighted unfavorable reactions heavily in the final ratio. Girls generally reacted negatively 25:75, while boys reacted 50:50.

### Civic-Social Patriotism

Comment:—reactions of selected group, National Honor Society, was 100% favorable in high degree of appreciation

37 63

92 8

### Appreciations of Other Cultures and Peoples

Comment:—Reactions of National Honor Society Members were unanimously highly favorable

82 17

## II. Programs to Develop Ambition to Achieve in Worth-while Pursuits

Guidance—Explanatory (Inspirational, General in Content.)

Comment:—Reactions of National Honor Society membership group alone were unanimously favorable

50 50

### Recognition and Reward of Success

(Especially of pupil-achievement)

100 0

## III. Programs to Form Intelligent Opinion and Group Spirit in Regard to School and "Extra-School" and Community Enterprises

Comment:—Reactions of all groups were consistent

95 5

## IV. Programs to Stimulate Exploration of Vocational Interests

Comment:—A tremendous challenge for scientific vocational guidance. (See further interpretation at close of this article.)

100 0

## V. Programs to Develop Worthy Standards of Taste and Appreciation

In Music. Comment: National Honor Society membership alone virtually unanimously in highly favorable response

72 18

In Dramatics. Comment: Seniors generally, also N. H. S. membership, unanimous in high appreciation

83 17

In Varied Fields. Comment: N. H. S. membership alone, virtually unanimous in high appreciation

75 15

## VI. Programs to Promote a Positive Attitude Toward Desirable Health Habits

Comment: Appreciative responses consistent in all groups. Retarded pupil groups, however, significantly lower appreciation than any or all other groups

76 14

## VII. Programs to Give Information in Miscellaneous Fields and to Entertain Wholesomely

Comment: All pupils responses consistently high appreciation and favorable response. N. H. S. membership most selective and discriminating, however, in shadings of appreciation

100

0

These findings suggest a relatively easy interpretation in some cases; in others, a difficult problem. A favorable response generally obtains among the pupils in the school at large, as well as among various natural groupings, ("grade-age" groups, IX, X, XI, XII—boys, girls—groupings comprising superior academic aptitude and accomplishment) to programs designed to achieve specific purposes and to the miscellaneous group of programs intended to give wholesome entertainment or general information contributing to the central objective and yet not permitting inclusion among the six major contributory objectives.

There are marked exceptions, however, in the instance of subject matter pertaining to ethical development; also, fully one in four of the entertainments planned to stimulate, either directly or as a by-product, the favorable reactions of pupils to positive health-instructions; this discouraging percentage (25%) of unfavorable responses also obtained for programs designed to cultivate pupils' aesthetic appreciation. The number of such programs given during the one year, however, was so limited that one can only suggest the possible need for varying the content of programs in these fields.

In connection with the programs planned to encourage ethical development, it is planned to challenge the same speakers or other speakers next year with the pupils' general lack of response to this year's presentation. It may also be well to remember in this connection that teen-age children have traditionally not shown any special enthusiasm for formal and abstract ethical teaching. In the instance of musical programs one is likewise challenged to make the pupils' appreciation and enjoyment of music a subject for further study. Keeping in mind the desirability of programs of a type that will command at least moderately favorable responses by the student body, sponsors are challenged to renewed efforts in the improvement of assembly programs. It may be that we are too optimistic in expecting the pupils generally to express favorable responses toward certain types of "appreciation programs," and that by both nature and content such programs would be better suited for presentation before small or selected groups, either through the medium of school clubs or through other administrative or classroom management. For instance, grade XII pupils, as a group representing generally a high de-

gree of academic aptitude and accomplishment, responded in a number of fields on a higher level than other "grade-age" groups, or the school at large, to programs generally. Members of the National Honor Society, comprising pupils in a particularly selective group, (membership by faculty election is based on character, service, scholarship,) superior in academic aptitude and accomplishment to that of seniors generally, responded to programs in an exceptionally favorable way, manifesting a remarkably high level of appreciation. This suggests the influence of teacher, subject, or civic-social maturity factors operating among pupils in grade XII and more particularly in the restricted group comprising members of the National Honor Society.

From another viewpoint, the writer wishes to stress the implications of the general favorable responses to the educational and vocational guidance programs. (Outline IV.) It should be stated in this connection, however, that on the occasion of each of the very limited number of programs in this field, pupils attended group conferences for vocations, which they had previously indicated on a questionnaire as of special interest to them. Four speakers addressed as many groups in different rooms on the occasion of the preliminary, more general "educational guidance" programs, (outline II—Guidance Exploratory,) while on each day of the more specialized vocational guidance talks (outline IV,) an average of fourteen persons successful in their respective vocations addressed the various interest groups at the same time.

The study in general revealed that the 136 programs presented during one school year met with a general high degree of effectiveness the interests, desires, and needs of the pupils of both sexes and all grade classifications. Exceptions to such favorable reactions are revealed by inspection of data secured in the measurement-technique. The improvement program may begin at once. While the central objective and contributory aims of the assembly-programs should be established by teacher-principal leadership, pupil interests must be consulted constantly. The objectives are planned to bear fruit in the lives of developing adolescents: programs are for pupil participation and consumption. Intelligent adjustment of pupils in civic-social relationships is a goal: the presence of teachers and sponsors in the assembly situation is only routine and incidental.

It is a commonly accepted principle in psychology that resultant satisfaction is beyond reasonable doubt an important factor in positive learning. Seeking through the assembly to develop in pupils an improved favorable attitude toward refined living, one concludes that the resultant satis-

reaction manifest through appreciation of programs is an important factor in developing the desired mind-set of pupils, both individually and as a group.

The teacher-principal subjective high appraisal of the noble motive or basic purpose of any program or series of programs can not compensate for pupils' unfavorable or indifferent responses to such programs. The educational worth of the assembly is contingent largely on pupils reactions to the program.

The findings of a survey such as the foregoing are, then, not only intriguing in themselves, but suggest possibilities of further analysis of assembly programs, with regard to both type and purpose, into elements that indicate "satisfying" qualities or the lack of such qualities.

## Can Interscholastic Athletics on the High School Level Be Justified Educationally?

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### YES

1. If they are a part of the larger program which provides activities for all students in the schools.

2. If such a program is under direction of an individual who is equally well trained in the field as are other teachers in their respective fields.

A superintendent would not employ even the best cook in the community to teach foods and nutrition in preference to an individual with professional training in the field.

3. If there is adequate provision for health safeguards.

Health examination to discover physical defects which might make it inadvisable for the individual to participate, and medical supervision during the season and adequate treatment of injuries sustained should be provided.

4. If so conducted as to contribute to the physical and mental welfare of the individual.

Such activities should provide opportunity for wholesome activity under hygienically approved conditions.

5. If such activities are conducted in such a way as to provide for the development of well-balanced, effective citizenship.

6. If such activities are conducted under mentally and physically hygienic conditions—clean dressing rooms and showers, clean uniforms, sanitary drinking cups, etc.

7. If the program of activities is selected and

conducted on the basis of the physical, mental and social level of development of adolescent boys and girls.

8. If opportunities for developing desirable character traits are recognized and utilized.

9. If provision is made for learning activities which may be used recreationally in after-school years.

"Carry over value."

10. If the program is guided by the same educational principles as that in other fields.

11. If organized and conducted so as to contribute to the physical, mental and social needs of the individual student.

12. If considered as part of the educational program.

### NO

1. If opportunity for the participation is provided for highly skilled individuals only.

2. If under the direction of a former "star athlete" who has had no particular training in the pedagogy of such activities.

3. If such students are allowed to participate regardless of health handicaps or with insufficient time to recover from injuries.

4. If conducted in such a way that we have fatigue, nervous instability and overstrain resulting, thus handicapping the individual in academic progress and in normal physical development.

5. If as a result of publicity and community influence, successful individuals become "stars," "newspaper heroes" or develop "athlete's head."

6. If undesirable habits, such as the use of the common towel, wearing of soiled uniforms, use of sponge or common drinking cup result.

7. If an attempt is made to "ape" the procedure on the collegiate level which has been developed for a post-adolescent group.

8. If opportunities for teaching honesty, fair play, sportsmanship are sacrificed to the idea of "winning at any cost."

9. If only such activities as football, basketball and track are included which can rarely be used recreationally and which are not suitable as recreational pursuits in later life.

10. If such activities are used largely as a means of bringing publicity to the school.

11. If individual students are exploited for the sake of a winning team and for the sake of glory of the school.

12. If considered as extra-curricular activities only.

George Bernard Shaw, when asked for his definition of an educated man: "I'm sorry; I've never met one."



# Selecting a National Debate Question

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**M**ORE THAN 100,000 students from more than 6,000 high schools in the United States participate each year in 75,000 debates. They debate the same proposition. Obviously, a considerable amount of time, effort, and money are spent in acquiring materials, preparation, and delivery. The subject matter, accordingly, is of considerable importance for such a "national" undertaking. Furthermore, since educators believe that debating is training for citizenship, the content of direct argument and refutation for annual inter-school speech contests is of tremendous importance. The process of selecting subject matter is an example of national planning in a most important field.

Long ago extension divisions of universities organized state-wide tournaments in debating. These were planned on the platform of athletic meets. As extension workers perfected their programs, they soon realized that it was necessary to supply materials to the high schools if the students were to be informed correctly concerning the pro and con arguments of the proposition. This was especially true for the rural high school in isolated areas, where adequate library facilities were lacking and funds unavailable to obtain literature.

The debate handbook, containing brief, bibliography, interpretation of the question, articles, and reprints from periodicals, *et. al.*, was the answer. However, the publication of a 200 page handbook is a costly undertaking. Few states could afford to publish such a handbook with distribution limited to a few hundred schools, for it required months of research in many libraries, careful editing, and considerable expense. The solution lay in inter-state co-operation.

The university extension divisions have been federated nationally since 1916 in the National University Extension Association. Under the auspices of this body a Committee on Interstate Co-operation and Debate Materials was formed in 1927. The state leagues of Oklahoma, Arkansas, and Kansas were the pioneers to launch the co-operative arrangement. With the passing of the years, the N.U.E.A. Committee has increased its service so that it now furnishes handbooks to more than 30 state leagues and copies to every state.

For the past ten years the Committee has held an annual conference to determine the proposition for the succeeding year. For awhile the meeting

was usually held late in the winter at Kansas City. More recently, it has occurred during the Christmas holidays on the eve and at the place of meeting of the National Association of Teachers of Speech. This arrangement makes possible the attendance of college specialists in speech education and a more representative group from the high schools of the nation. The N.U.E.A. Conference is open to all who are interested, and the franchise is extended to all who participate.

In advance of the conference the N. U. E. A. chairman solicits suggested topics from the co-operating state leagues. For instance, at the New York Conference, December 28, 1937, 75 topics were submitted by representatives of 24 co-operating state leagues and sponsoring institutions. The conference then proceeded to canvass these topics and others which might be offered during discussion by those in attendance. The conference has made a practice of narrowing the list of topics to three, which are later referred to the co-operating states for final preferential voting.

But before any discussion of topics begins, it is necessary for the conference to establish criteria. Those present are not unmindful that their work will ultimately affect thousands of debaters. Therefore, the task must be approached with care and mature deliberation. The recent New York Conference agreed on the following criteria for a high school debate topic:

1. *Does it have sufficient interest?*

Certainly, it would be unwise to require the audiences in 75,000 debates to spend their time listening to argumentation on a dull proposition.

2. *Is it within the scope of high school debaters' background and ability to understand?*

Opinion differs as to the scope and ken of secondary students to interpret various topics. The Supreme Court question was deemed too legalistic even for college debaters. The taxation question "taxed" many a high school mind. But generally the high school debater is a superior student and he has performed well on the rostrum, even with the intricacies of taxation or the complexity of public utility holding companies. Some principals have grown weary of economic topics and urge such questions as the benefits or evils of extra-curricular activities.

3. *Does it have educational value and will it*



hold the interest of the debaters throughout the season?

Certainly the debaters should learn by doing, and no topic should be used which does not bear upon life and learning. Live and controversial questions rather than mere academic quibbles, are the most stimulating. It is more consequential to discuss social medicine than to debate the relative importance of Greeks and Romans.

Then, too, the topic must have "lasting" qualities. The season may be as long as six months, counting reading, preparation, practice, and formal participation. In a few weeks arguments are exhausted on a topic like the harmful or beneficial results of school activities. Topics like government ownership of railroads, radio control, and old age pensions abound with unceasing flow of current materials and require years and even generations to solve.

#### 4. Is it of nation-wide interest and application?

This is an important criterion for nation-wide high school debating. Craft versus industrial unions is more or less an academic question in Iowa, while fathers of debaters in Pennsylvania mill-towns may shed blood for this idea, pro and con. Consumers co-operatives is a live topic in the middle west, while many easterners do not know what the term means. The chain store question provokes more interest in the Mississippi Valley than in urban areas. Broad, fundamental issues like social medicine, radio control, Federal aid for education, government ownership of public utilities, foreign policy alliance, Federal control of advertising, *et al.*, are the most desirable topics for debating a given proposition which is to serve all the schools in all the states.

#### 5. Has it previously been "debated to death?"

There is little use to rehash old issues, especially those for which the formal arguments are in print. College questions and those used by national debating societies and agencies are available in "canned" form. The N. U. E. A. Conference prefers to search new fields.

#### 6. Can it be phrased satisfactorily?

This is another important criterion. For instance, for several years there has been considerable sentiment for a consumers co-operative question. The conference is still waiting for someone to word a satisfactory proposition on this topic. It is better suited for *ex tempore* speaking contests.

Debate coaches prefer a policy question. The burden of the proof lies with the affirmative but sometimes unduly so. When high schools debated the British plan of radio operation and control, rare were the affirmative decisions. There was sentiment for reform in radio, but few debaters

could convince adjudicators that the idea of the British Broadcasting Company was the solution for American radio.

After the conference members are conversant with criteria, certain topics are eliminated because they fail to meet one or more of those stated above. In the recent conference these included such topics as those relating to labor, munitions, popular referendum before declaration of war, truck and bus control, and the New Deal. Topics relating to education and governmental reorganization were omitted also because they were too closely akin to parallel topics debated recently. The conference is reminded also that they are selecting a topic which must meet the criteria a year hence. Several years ago there was sentiment for an NRA question. Had it been adopted, the debaters would have found it a dead issue (at that time) because a year later, coincident with the debating season, the Supreme Court declared it unconstitutional. Of course, the implication of NRA may yet have a renaissance.

The chairman, in advance of the conference, senses the more desirable topics for which there is interest, and usually has competent authorities present papers on the suitability of certain topics for nation-wide high school debating. The speakers are careful to apply the criteria to their topics. In this way, careful analysis is made in detail. Then by a system of preferential voting, balloting is conducted after certain topics are eliminated by mutual agreement. Sometimes the conference is unanimous for one topic which may lead the field and vote is then conducted for two others. The conference may also agree on three distinct fields and thereby eliminate other topics.

As a result, after a day's discussion with full and free opportunity for all present to express their views, three topics are determined. The chairman issues a comprehensive report of the conference to the co-operating states and the question is determined by preferential ballot during the late winter months. The exact wording of the winning proposition is determined by a committee of five college debate coaches who ponder long and carefully. The wording committee labors to avoid complications of terminology in order to obtain the best possible discussion in debate.

The next step is to call for bids for printing the handbook. The contract is awarded and the editor has the spring and summer months for study, research, and composition. The chairman receives orders from the respective leagues and the price is determined. By September a new N. U. E. A. debate handbook is off the presses, sold at cost to the respective state leagues and co-operating institutions, and ready for mailing to high schools.

Inter-state co-operation in the printing of a standard handbook has saved \$25,000 annually for the participating institutions.

In recent years the N. U. E. A. Committee has obtained free materials in great bulk from certain foundations and agencies interested in a given topic. Indeed, there are few live topics which do not fail to interest organized groups in the United States. Any question relating to war or peace interests the American Legion and various peace societies. The topic of Federal aid for education assured co-operation from the National Education Association. For the radio question, broadcasting companies published pamphlets on the subject. Socialized medicine as a debate topic meant reams of material from the Pollock Foundation and the American Medical Association. The public utilities furnished literature for debaters when students were arguing for and against government ownership. Supplementary materials obtained from these and other sources have been carefully prepared as debaters' aids and are received gratefully by students, coaches, and those responsible for the administration of inter-high school debating. All this involves considerable activity and much work for the N. U. E. A. Committee, particularly the chairman who is the executive officer. The 1938 topic, unicameral legislatures, has no "fairy-god-mother" or "big black wolf" in the form of a foundation or organization with funds available for free literature. Much of the literature is to be found in text books, more or less expensive. Accordingly, the committee arranged for a co-operative purchase plan whereby schools can purchase these works in quantity at reduced prices.

For several years the committee conducted an inter-state or national debate tournament. A national debate topic assures inter-state debating. Since 1930 national speech tournaments have been conducted by the National Forensic League. For the past four years the committee has sponsored a radio debate in the fall. These are broadcast usually during school hours, when the debaters may listen in. They serve to give considerable publicity to the project.

Obviously, the growth and development of inter-state co-operation is largely the result of a few individuals who give freely of their time and energy to make all of this possible. For eight years, Mr. T. M. Beard of the University of Oklahoma was the N. U. E. A. chairman. Since 1935 Mr. Harold Ingham, director of the University of Kansas Extension Division, has been chairman. Professor Bower Aly of the University of Missouri has been the able director of excellent handbooks for the past four years. Josh Lee, now United States Senator from Oklahoma, and for-

merly a speech professor at the state university, edited the handbooks before Mr. Aly. Committee members of the N. U. E. A. assisting the chairmen have included extension workers from the following universities:

Roy Bedichek, Texas; A. H. Yoder, North Dakota; H. G. Ingham, Kansas; N. C. Miller, Rutgers; L. L. Hilton, Arkansas; Louis Clifton, Kentucky; Charles Williams, Missouri; A. C. Baird, Iowa; H. A. White, Nebraska; C. S. Belfour, Pittsburgh; W. A. Cable, Arizona; Milton Badger, Colorado; Almere Scott, Wisconsin.

But the success of inter-state co-operation and all that it implies is due largely to the work of Messrs. Beard, Ingham, and Aly. They have done the work, have assumed the responsibilities, and have had the vision to improve and develop. It has been of tremendous importance to hundreds of thousands of American youths who never will know just how it all happened. The ability of the nation to solve major problems depends on machinery for focusing the attention of the people on the same question at the same time and supplying them with correct sources of information.

### The Bee That Swarmed Alone

Said a wise old bee at the close of day:  
"This colony business doesn't pay.  
I put my honey in that old hive  
That others may eat and live and thrive;  
And I do more work in a day, by gee,  
Than some of the others do in three.  
I toil and worry and save and hoard,  
And all I get is my room and board.  
It's me for a hive that I can run for myself,  
And me for the sweets of my hard earned pelf."

So the old bee flew to a meadow alone  
And started a business of his own.  
He gave no thought to the buzzing clan,  
But all intent on his selfish plan  
He lived the life of a hermit free.  
"Ah, this is great," said the wise old bee.

But the summer waned and the days grew drear,  
And the lone bee wailed and dropped a tear,  
For the varmints gobbled his little store  
And his wax played out and his heart was sore.  
So he winged his way to the old home land,  
And took his meals at a side-door stand.

Alone our work is of little worth,  
But together we're the lords of the earth;  
So it's all for each and each for all—  
United we stand, divided we fall.

—Minnesota Farm Bulletin.

# An Education Tour

ROY E. TAYLOR

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EVERY EDUCATOR realizes the importance of travel as a means of furthering one's education. The whole world, in fact, is becoming more and more travel-minded, as transportation facilities are extended and as economic conditions improve. This is in evidence as one watches the many cars and trailers go by on the major highways of the country.

Thousands travel east to visit the National Capital and other points of historic and natural interest. Thousands travel west each summer to visit our national parks and enjoy their unrivaled scenery.

One of the primary urges which prompt people to spend their vacation periods in travel is the urge for self-improvement. There is real satisfaction, too, in viewing the work of man and nature in the various parts of the world. There is no educational substitute that can take the place of seeing a thing for oneself first hand. Yellowstone National Park or the Grand Canyon of the Colorado can be known and really appreciated only by an actual visit to them. And the impressions made and learnings acquired through travel are indeed more lasting and meaningful than those which are acquired through reading, through conversation, or even through motion pictures.

In spite of the great educational significance of travel, very few schools have as yet done much in this direction. However, it is reasonable to believe that it will be only a matter of a few years until provisions are made whereby school children will be permitted to spend several weeks each year in travel. European schools have for some time organized their curricula so as to make use of well-planned educational tours to expedite learning in the social studies and science. American schools are rapidly learning the educational importance of travel and are, therefore, making provision for it.

The senior class of the Herculaneum, Missouri, High School last year decided to visit the National Capital and New York City. Very few, if any, of the class members could finance such a trip for themselves. However, they were not daunted by their inability to provide individually the funds.

The proposed educational tour was thoroughly discussed and carefully studied during home room meetings. After several weeks of this sort of preparation, it was decided to ask the Board of Education for its approval of the tour and to ask

also for the use of two school busses. The Board gave its approval to the tour and offered the busses and drivers without cost to the class.

To finance the tour for the party of thirty-four, including chaperons and cooks, a budget calling for approximately five hundred dollars was set up. The class immediately set to work to lay plans for raising this sum. The co-operation of the entire student body was solicited and received. The people of the town and adjacent territory from which the school draws its tuition pupils all agreed to co-operate in the enterprise. In less than four months the class had raised its quota of money. This was done by doing Saturday work; sponsoring plays holding card parties, boxing matches, and box suppers; and selling radios and subscriptions to magazines. Everything done by the class for the purpose of raising funds was well supported. The money raising activities were carried on outside the regular school hours. Little, if any school time, was given in preparation for the trip, save the time given during home room meetings twice each week.

The money having been raised, the class immediately began making plans for the trip itself. Two large tents, 15 feet by 15 feet were rented. One of these tents was to be used by the girls and the other by the boys. Each pupil was to provide himself with a folding cot, two blankets, a pillow; a knife, fork, spoon, and an aluminum plate; three changes of clothing which would occupy no more than a small suitcase. General equipment for cooking and camping was borrowed, all of which was selected so as to be packed as compactly as possible.

Four of the seats in the middle section of one bus were taken out and all equipment—including tents, cooking equipment, suitcases, etc., was carried in the space thus made available. The cots were carried on a special deck on top of the bus which carried twenty-six of the thirty-four passengers. The remaining eight found ample room in the bus carrying the luggage.

It was decided that only breakfast and the evening meal would be cooked in camp. Each pupil was to buy his noon day meal out of his personal funds. For graduation many pupils let their friends know that cash presents would be acceptable. As a result, every member of the class left home supplied with sufficient funds to take care



of the small expenses which the trip required, and in addition enough to purchase a supply of souvenirs. Souvenir hunting proved to be an interesting activity on the tour.

The busses already loaded in order to make possible an early start, on Monday morning, May 24, all passengers were ready at the appointed hour of six, and the tour through the East began. Committees had been appointed to assist with the buying of food. Others had been appointed to set up the tents and take them down and to do other jobs which camp life entailed. The class sponsor and the superintendent worked with all committees.

In order to eliminate any possibility of trouble in operating the busses, permits were obtained from the vehicle departments of the twelve states through which the busses were to pass. In addition to these permits, a letter from Secretary of State of Missouri, was obtained, in which the ownership of the busses and the purpose of the trip were confirmed. The busses were stopped only once, and that by a highway patrolman in the state of New Jersey. Upon presenting credentials from the state of New Jersey, we were allowed to proceed. There were those in the group who would have felt seriously offended had the busses not been stopped at least once. Officers treated the group most cordially. In fact, the school busses were given privileges not often accorded passenger cars.

The first night out tents were pitched near Richmond, Indiana, in a tourist camp. Here, as in all other places where tents were pitched for the night, the group had access to the necessary conveniences such as water, toilet facilities, and a recreational center.

The second night was spent in Pennsylvania near Uniontown. The third afternoon, the group arrived in Washington, D. C. and proceeded to the Potomac Tourist Camp, where reservations had been made some weeks earlier for the party. The camp is located near the heart of the city and provides every convenience necessary and all for a very reasonable price. It cost the entire party only four dollars and fifty cents (\$4.50) a day for camping privileges. Excellent accommodations for washing clothes and ironing are available with no extra cost to the tourist. The government owns and supervises the operation of the camp, which, no doubt, accounts in part for the excellent accommodations and reasonable charges.

Three profitable days were spent in Washington, D. C. Congressman Clyde Williams of the Thirteenth Congressional District placed the services of one of his secretaries at our disposal.

The House of Representatives and the Senate

both were in session. The visit here was most enlightening. Every member of the party had pointed out to him the leading senators and congressmen. An acquaintance with most of these men had been made through the course in American Problems, which all members of the class had just recently concluded. This, of course, made the visit to Congress more interesting and more significant.

Among the most interesting places visited in Washington were the Treasury Department, the Congressional Library, the Smithsonian Institute, the Supreme Court Building, the Department of Justice, and the Lincoln Memorial. A bus ride over the city at night proved inspiring to the young people.

A trip to Mount Vernon, Alexandria, and Arlington Cemetery concluded the stay in Washington.

From Washington the group drove to Annapolis and there saw all the budding officers of Uncle Sam's navy in full dress uniform on the parade grounds rehearsing for the June week activities. This was indeed a picture that would thrill every good American citizen.

From Annapolis the class headed for New York City, but stopped over in Point Pleasant, New Jersey, where Captain Jimmy Bogan, the rescuer of the Morro Castle survivors, was employed to take the entire party deep-sea fishing. This experience perhaps made the greatest impression of all upon the young people.

The boat was a fine fishing yacht, which sailed gracefully through the waters of the Atlantic. Everything went well on the cruise until the captain anchored the boat, about eight miles off shore. In just a few minutes everyone was fishing but becoming uncomfortably aware of the fact that the boat was rising and falling with the waves. Soon the fun really began—fun, however, for just a few members of the party, for many of the "tummies" were going bad. The rails of the boat became crowded with those more intent upon casting their bread upon the waters than dropping in a line. The captain, like a good navigator, soon calmed the fears of those who were sick by assuring them that they were not in danger; and all resigned themselves to the unexplainable, but nevertheless the real, malady known as sea-sickness. Finally with a catch of one hundred and fifty pounds of good fish, we headed the boat for shore, where the sea-sickness vanished like magic.

A three-hours' drive and a few minutes' work pitching tents found the class located in the Palisade Tourist Park overlooking the Hudson River and New York City.

(Continued on page 390)



# The Forensic Experience Progression

ELWOOD MURRAY

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A NEW FORM of forensic activity, called the "Forensic Experience Progression," was presented during the past summer at the University of Denver, when seventy-two high-school juniors assembled in special debate classes from various parts of the United States. The question for study was, "What should be done to improve state legislatures?" Cited for outstanding achievement in the progression were Nels Thysell of Morehead, Minnesota, Jack Redelfs of Omaha Technical high school, Dan Garritt of Ponca City, Oklahoma, Ruby Henschel of Denver South High, Robert Hoffelt of Maplewood, Missouri, and Norene Holland of El Reno, Oklahoma.

There was no conventional tournament. Each student participated in a series of speech experiences on a significant proposition, designed to expand further his knowledges, improve his skill in critical evaluation and cooperation, and enhance his effectiveness in human relations and social adjustment.

*General plan of the progression:* It may be used to take the place of a forensic tournament, an extra-curricular activity, or a classroom unit of learning. Panels of four or six speakers may enter a single progression. The amount of time required is flexible. The entire progression may be run off in the time ordinarily allotted for a two- or three-day conventional forensic tournament, although exhaustive preparation will have been made during preceding months, or considerable time may elapse between the presentation of each stage. A number of progressions may be run off simultaneously, according to the number of students participating and schools represented. Separate progressions may be arranged for students grouped homogeneously according to abilities, sex, or academic levels.

Extemporaneous speaking, discussion, and debate are integrated in a functional order following Dewey's, "How We Think" sequence of problem, solution, action. The progression is centered on a proposition which takes the form of a question for action such as, "What should be done to improve effectiveness of state legislatures?" or other questions may be formulated according to the interests of individuals or groups concerned. The speech experiences include the preparation and presentation of three forum panel discussions, one extemporaneous talk, and six one-speaker-

team debates. These speech experiences are organized around five sub-topics inherent in each proposition as outlined below.

Standards of achievement are set up throughout the progression with a means of rating carried on the cumulative record card of each speaker entering a progression. Throughout, each student will have the stimulation of other minds working intensely and sincerely on a problem the significance of which constantly increases to him. At each stage the speaker is required to formulate his own particular point of view, to defend it, or to change it, according to his own convictions as the truth is revealed to him. At no point will the student feel himself in competition with others; he will at all times have a constant challenge to a more intelligent and effective achievement. Standards are designated such as to discourage any form of rivalry or exhibitionism. The following is a description of each stage of the progression with the designation of standards of achievement.

*First Stage. Problem Phase. Forum Panel Discussion on the sub-topic, "To What Extent Is the Problem Significant?"* Each speaker presents a five to seven minute forum talk in which he gives a critical evaluation of the significance of the problem. He analyzes, defines, and interprets. The outline of his talk should include, (1) a statement of the facts and evidence showing the nature, scope, and extent of the problem. This should include, (a) a clear-cut statement of the position taken toward the problem by the groups who have the largest "stakes" in it, and (b) an analysis of where these interest-stakes agree and where they disagree. The talk should furthermore include, (2) a projection of the problem into the future and an indication of its effect in the social order, and, (3) its effect upon the speaker as a member of that social order.

After the round of forum talks, each speaker is given five minutes in which he criticises the viewpoints of other members of the panel, defends his own viewpoint, or modifies it if his convictions change. If there is any misunderstanding of terms, he defines and analyzes them as may be necessary; if there is confusion of views, he clearly draws the issues. All talks after the first forum talk should take direct cognizance of viewpoints in preceding talks, state clearly the extent

of agreement or disagreement and the reasons therefor.

After the constructive talks, at all stages, the chairman should allot about one-half hour for questions and brief comments by the audience. The chairman will keep the discussion to the point and will summarize from time to time whatever consensus is arrived at or what clear-cut differences remain.

*Second Stage. Problem Phase Continued. Forum Panel Discussion on the Sub-Topic, "What Are the Most Important Causes of the Problem?"* The speaking procedure is the same as in the first stage. The analysis begun in the first stage is continued to deeper levels. Here the speaker traces, as he conceives them to be—the causes of the problem as the result of his reading, conferences with authorities, and his own meditation. He must be able to trace sequences of cause and effect and to reason by analogy and example. His talk makes the following points: (1) the origin of the problem and the influences which have con-

tributed to it, (2) the factors which all agree must be met in any solution of the problem, and (3) the factors on which there is disagreement and which must be accommodated in any solution of the problem. He evaluates the causes as presented by the other members of his progression. He is concerned with forces and principles which operate in the social order and their relation to the problem discussed.

*Third Stage. Solution Phase. Extemporaneous Talk on Sub-Topic, "What are the Solutions to the Problem?"* Each speaker on the progression will have from five to seven minutes. The solutions are to be outlined, but not argued about in this stage. The object of the talk is to require the student to give evidence that he is informed about the chief alternatives in the solution of the problem. He, (1) states what he conceives the solutions to be, (2) explains them clearly and lucidly, and (3) rates them in the order of his present preference. Where a preceding speaker has clearly explained

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**RATING BLANK OF STANDARDS FOR FORENSIC EXPERIENCE PROGRESSION**

Speaker..... Subject.....  
Rate each ability on a scale of 1 for inferior, 2 for poor, 3 for satisfactory, 4 for excellent, 5 for superior. Multiply points by 2 for first, second, third, and fifth stages.

**Rating for Forum Panel Discussions**

	First Stage	Second Stage	Fifth Stage
I. Skill in analysis, definition, reasoning			
II. Knowledge and evidence			
III. Skill in critically evaluating all viewpoints represented			
IV. Social and cooperative skills as evidenced in group and audience relations			
V. Voice and diction			

**Rating for Extemporaneous Talk in Third Stage**

I. Clarity of organization and exposition	
II. Ability in presenting all the chief alternatives	
III. Ability in delivery	
IV. Ability in projection and audience adaptation	

**Rating for Series of Debates in Fourth Stage**

	First Debate	Second Debate	Third Debate	Fourth Debate	Fifth Debate	Sixth Debate
I. Skill in analysis, defining, reasoning						
II. Knowledge and evidence						
III. Skill in refutation and rebuttal						
IV. Social skills as evidenced in opponent and audience relations						
V. Voice and diction						

Total points for all stages.....

Rank.....

# The Pep Meeting---an Educational Opportunity

G. G. STARR

*Superintendent of Schools, Arcanum, Ohio*

**D**OES THE PEP meeting merit a place with the other assemblies of the school? In the belief that the above question can be answered in the affirmative, the assembly committee of the Arcanum (Ohio) High School is trying to realize the educational possibilities of pep meetings through a series of well planned programs.

In order to explain the work of the assembly committee a short discussion will be given concerning its organization and activities during the seven years of its existence. This extra-curricular organization, which is composed of three members selected from each of the classes and clubs, meets with a faculty sponsor once each week during the regular activity period of the school.

During the first three years of the life of this committee, a careful study of regular assemblies given each week by the different classes and organizations of the school was made. The work of the committee consisted of scheduling the assemblies, supplying suggestions through discussions on the selection and the presentation of material which could be taken back to the various groups giving the programs, and the rating of the assemblies given.

After the regular assembly programs reached a satisfactory standard, the next project of the club which was extended over a period of three years, was a study of special assemblies which were presented to the school by outside talent. These programs, including musical numbers, speakers, science demonstrations, picture shows, and other similar entertainments, were selected on student level, were chosen to provide variety, and were given at regular intervals throughout the school year. In discussions by the committee and through rating scales, programs interesting and valuable to the student body have been secured.

During the present school year, the assembly committee is turning its attention to varied pep meetings held. Up to the present time, a study has been made of these meetings which are held for athletic events only. At a later date an investigation of pep meetings for the school paper, annual, carnival, and other similar activities will be undertaken.

Instead of a short pep meeting with no definite program outlined, an attempt is being made to plan a set program for each meeting, a program which will be educationally significant and which will contribute to some of the objectives realized by the other types of assemblies described above.

In a discussion of pep meetings by the committee the following objectives were listed—to unify the school, to improve school spirit, to develop self expression, to recognize worthwhile achievement, to show the value of cooperation, to encourage sportsmanship, to teach students songs and yells, and to create an interest in the intra-mural and the inter-scholastic activities of the school.

After a few meetings were spent in a discussion of the objectives, each member of the committee was requested to bring a program for a good pep meeting, a program that would contribute to the objectives which had been accepted. From the various programs presented by its members, the committee received many suggestions which they regarded as valuable and which are being used.

Since the meetings are thought to be educationally significant, their length has been increased to thirty minutes. They are held during the final period of the last school day before a game.

The following points are kept in mind as the programs are planned:

1. Since variety is the spice of life, each meeting should contain plenty of it.
2. The program should begin on time, close on time, and move continuously throughout.
3. Both the leader and others appearing on the program should be changed each time to provide opportunity for a greater number to participate.
4. The program should be made out several days in advance to allow all those participating plenty of time to prepare their parts on the program.

As the plan is new in the school, mimeographed programs have been printed for each pep meeting. This practice has made it possible to include new songs and yells to be learned by the students. Short sayings and mottos relative to athletics have also been printed on the programs.

A copy of the program for the first planned pep meeting is given.



## NEW MADISON PEP MEETING

PROGRAM PLANNED BY ASSEMBLY COMMITTEE

TIME: 3:00-3:30

Leader, C. H. Starr, Faculty Manager

March.....High School Band  
Yell.....Hello New Madison  
School Song.....Loyal and True  
Pep Talks—(Squad Member).....Bill Jarrett  
(Spectator).....Bob Gutermuth  
“Who Can Yell the Loudest” Contest.....Classes  
March.....High School Band  
Talk.....Coach Williams  
Score Prediction Contest.....Students  
School Song.....Arcanum-Hi  
Yell ..... V-I-C-T-O-R-Y-  
March ..... Band

A short explanation of the program will help to interpret it. For the first few pep meetings, members of the faculty presided to keep the program moving smoothly. After a few meetings outstanding students were selected as leaders. For the program given above, the band played in the hall while the students marched into the auditorium. As soon as all the students were in their respective places, the band playing one of the school songs marched in and took its place in the orchestra pit. All who had special parts in the meeting were seated on the stage. The remainder of the program was given as outlined above. After giving the customary yell “Victory” as the last number, the band played a march as the students left the auditorium.

At other meetings, to vary the procedure for students to march into the auditorium, the band sat on the stage. While the band was playing one of the school songs, the various classes began singing the song as they entered the room. When the last class had reached its assigned place the song was repeated once, after which the program continued.

Similar variations have been used throughout the programs, including dismissals when students march out of the auditorium.

One feature of the pep meeting which has been of particular interest to the students has been a score prediction contest.

Score sheets containing blanks for the students name, class, game, first team and second team scores are given to each person. At a scheduled time on the program each student guesses on the scores for the games. The winner in each class is given a free ticket for the next home game. In case of a tie the score of the second team game is checked to decide the winner.

To provide variety for each meeting, some of the following things have been done:

1. A new leader presides over each meeting.
2. New yells and songs are taught.
3. Different students appear on every program.
4. The yell contest is varied by having different groups compete.
5. A new idea, both students and teachers agree that these meetings have been very much worth while.

The assembly committee plans to study, present, and rate these pep meetings over the course of two or three years as it has done with the regular and special assembly programs.

No claim is made that the ideas advanced are original or complete in any detail. This discussion is presented with the hope that it will be sufficiently suggestive and helpful to encourage other schools to attempt similar programs. Our experience would indicate that the well planned pep meeting does offer an educational opportunity.

The Americas have become the old world, with a lesson to teach a new world that does not realize how very old, how discarded by human experience is the backward and reactionary path.—*Nicholas Murray Butler.*



Arcanum High School Cheer Leaders



# Excellence in Dramatics---a Challenge

ARTHUR C. CLOETINGH

*Director of Dramatics, the Pennsylvania State College, State College, Pennsylvania*

**H**AVE YOU ever stopped to consider how unbalanced is our school program? Gaily we spend millions each year on athletics yet begrudge a few dollars for the arts. Most schools today boast of a fine athletic program, they have excellent football and basketball teams, they have good equipment and large and pretentious athletic fields. Why is it that school authorities willingly spend such large sums on athletics? Is it because they must meet competition? I am not attempting to minimize the value of athletics. Far from it. I appreciate a good football game and I enjoy seeing boys and girls fit physically, with sparkle in their eyes. My quarrel with the authorities is that they are niggardly when it comes to giving their students something aesthetic.

Here is a teacher in a high school struggling valiantly to produce a beautiful play. She must have first of all a worthwhile play. Usually such a play carries royalty. Timidly she goes to her principal and asks for enough money to pay a reasonable royalty charge. If he is far-sighted, he gladly agrees; if, however, he is one of those who still does not appreciate the value of dramatics, he will refuse. Spend money on royalties when that money could be used to buy shirts for the basketball team? Of course not. The teacher is disappointed; she really wants to do something of value, but now she must find a cheap play. It is true she might stage a classic, but such a play involves costumes and she knows she can not hope to get money for such a purpose. So she consults the catalogues of the cheaper publishings houses and picks a play at random. It really does not matter much, one cheap play is perhaps as good as another. The heart has gone out of her work, and she puts on a play because she is forced to it, puts on the play to raise money perhaps to buy athletic equipment or band uniforms, or to pay the cost of the class banquet. When will people learn that dramatics is not the tail of a kite?

Fortunately, conditions are improving. Gradually we are beginning to see that it is quite necessary to give the boys and girls an understanding of the beautiful and that to do this we must have adequate auditoriums and sufficient equipment. Recently it was my good fortune to see a production in a junior high school where a new auditorium had just been completed—an auditorium that would gladden the heart of any school director.

No dark and forbidding auditorium was this but one with beautiful curtains, comfortable seats, and fine stage equipment. The reaction of the students was a joy to behold. They played up to their surroundings, they revelled in the artistic qualities of the building. The play they were giving was "Robin Hood." The scenery, although simple, was tremendously effective; the costumes were rented from a good costumer, the lighting was all that could be desired. The play was well acted and beautifully mounted, and the response could not help but inspire these youngsters who were trying to give their best.

The next day I visited another school. What a difference! The auditorium, hardly could it boast of the name, was dingy, with torn window curtains and broken down seats. The stage was small and devoid of equipment. Here was a group trying to put on a play, and what a play. Trash and nothing else. For scenery they had hung up some old sheets, and for lights they used three or four desk lamps. How can any group produce anything artistic under such handicaps? Evidently the school authorities realized the impossibility of such conditions, for they are now installing adequate equipment.

But it is one thing to criticize and another to make helpful suggestions. What can we do to improve the quality of our dramatic productions? In the first place, we can choose better plays.

So often we hear the complaint that one gets but little satisfaction from the catalogues of the plays publishers. This is of course quite true; good plays are sandwiched between the worst kinds of trash. Where then is one to go? The answer is to go to the specialist. Today there are a number of state universities that have play loan libraries. For a few cents one can purchase a list of recommended plays or better still, secure a package of plays for reading. There really is little reason for buying a large number of plays to read. After such plays are read they are usually discarded and the money lost. How much better and cheaper then to go to a lending library, rent a dozen or more plays, and thus secure the right one. The Division of Dramatics of the Pennsylvania State College has maintained a rental library for years. This library now numbers over six thousand plays. Each day hundreds of plays are sent to committees throughout the country. Other loan li-

barities throughout the various states are doing the same thing. There is no reason today for poor play selection.

A good play is a long step towards a presentable production but other elements must be considered. No matter how comic or how tragic the play, the production must have good direction. Time was when any member of a high school faculty was allowed or compelled to stage the school play. Now educators realize that dramatics is an art in itself, that a teacher must have proper training if she is to do a good job. For that reason these teachers are now going to summer schools for training in acting, directing, and stage technique.

Even a teacher trained in the arts of the theatre must have a wide variety of equipment with which to work. Plays can be and are produced with a minimum of scenery, but any audience will tire of seeing the same pink parlor set. Schools should provide facilities for repainting. Students enjoy constructing scenery and painting it. Here is an excellent opportunity for them to learn to do with their hands. All that is needed is a large room, in the basement perhaps, a few brushes, and some buckets, and scenery paint.

While the boys are building and painting scenery, the girls may be designing and making costumes. What better outlet for a girl's energies than such artistic endeavor?

Another field for experimentation is in lighting. Spot lights and floods are no longer prohibitive in cost, as they once were. An excellent spot light can be purchased for as low as six dollars. Imagination and experimentation will develop some fine and artistic effects and immeasurably enhance the quality of a production.

No school today can afford not to stage good plays in a truly artistic fashion. Audiences today are not satisfied with mediocrity, and the students can not be truly enthusiastic over a trashy play presented in a slipshod manner. The school itself can not afford to sponsor anything which is crude and without aesthetic value.

Even though a school has a trained director and adequate equipment, problems and difficulties will constantly arise. Where should a teacher go for advice? The answer is *to an expert*, and that expert is usually to be found in the state university. If your state university has a dramatics extension division, those in charge will usually gladly give you their help and the cost will be negligible. There is no excuse today for inferior school plays. Life and the theatre demand the best. Will you accept the challenge? Will you?

## The Forensic Experience Progression

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a solution which the student intends to support he should either add fresh materials or merely mention the plan without repeating or rehashing materials already given.

*Fourth Stage. Solution Phase Continued. Debates on Sub-Topic, "What is the Best Solution to the Problem?"* Immediately after the third stage, the director or critic or judge of the progression meets with the speakers to formulate the several debate propositions which will constitute the debate series. A chief object of the debates is to require the student to commit himself definitely on a practical question as faced by a citizen who must make similar "yes" or "no" decisions in everyday life. Alternatives representative of the chief schools of thought and interests at stake should be worked out in a general discussion session. For instance, if the question pertains to improvement of state legislatures, the alternatives for debate might be, "Resolved, that educational requirements for the legislature should include the Bachelor of Arts degree," and "Resolved, that the unicameral form of legislature should be adopted," etc. All negative counter plans to any propositions set up should be included as additional propositions at this point.

Each speaker may suggest the alternative which he wishes to advance and for which he is willing to assume the burden of proof. Each speaker will be required to take the affirmative in favor of his alternative for three debates and the negative against one, two, or three of the other alternatives for three debates. This schedule pertains to the six debates. After each debate for the affirmative he may change to the affirmative of another alternative, according as his convictions change, provided that the opponents can be found and the series of debates may proceed. Persons who have not formulated their convictions are assigned to fill in as may be necessary to administer the series.

Throughout these debates the speaker will connect the propositions defended, or attacked, from the standpoint of the causes and interests which must be accommodated if the problem is to be solved. They were arrived at in stage two.

Establishment of burden of proof for a proposition advanced will, in many cases, require the outlining of a plan. As in conventional debate, all questions of constitutionality will be waived. But this should not necessarily be done in the action phase in the next stage.

Either one-speaker or two-speaker teams may be used although the one-speaker method is preferable. Each one-speaker team debate will usually be one-half hour in length. The affirmative will

have three periods of six, six, and three minutes respectively. Interspersed will be the two negative talks of eight and seven minutes respectively.

*Fifth Stage. Action Phase. Forum Panel Discussion on Sub-Topic, "What, as citizens, Will be Our Program to put Into Effect the Necessary Remedies?"* This is probably the most important stage of the progression and the aspect of learning which in other educational procedures is most frequently neglected. It provides a necessary and valuable follow-up into the life of the student as a citizen.

The speaking procedure is the same as for the first two stages. Each forum talk will include the following in its outline: (1) a summary of the effect of experience in preparing and presenting the projects in this progression, upon the speaker's thinking, (2) an explicit statement, summarizing what measure or measures the speaker believes should be put into effect to solve the problem, (3) a statement of what the speaker consid-

ers to be the chief obstacles in the acceptance of the program outlined, (4) an outline of proposed procedures to overcome these obstacles, (5) a statement of what special means, if any, the speaker proposes to undertake to make himself competent to do his part as a citizen in solution of this particular problem.

The work in stages one, two, and five may be simplified by reducing the main topics in each stage to a number of sub-topics. This would be done by the teachers, coaches, and experts on the question. Each student may then draw a sub-topic and prepare and deliver his talk as in the conventional extemporaneous speaking contests.

*Criticisms and Scores.* After each stage a criticism of the work of each speaker should be given by a speech teacher or other person competent in discussion and speech techniques. He will also give a rating to be entered on the cumulative record

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## American Problems Classes Become "Air-Minded"

MARGARET E. EULENSTEIN

*Social Studies Instructor, Benjamin Bosse High School, Evansville, Indiana*

IN ORDER TO be modern in methods as well as subject content and, at the same time, in order to live up to our motto of social service, our American Problems classes decided to become "air minded" and try our hand, or rather our voice, at broadcasting. It was our ambition to have the radio subjects and material used come directly from the class room investigations and discussions.

A radio committee composed of some members of several classes subdivided its personnel into script writers, production staff, and public relations staff. The first steps were to formulate definite plans of procedure as well as a proposed outline of our series of programs and then to "sell" the idea to our Director of Audio-Visual Education.

The general committee found a sympathetic listener in Mr. Alex Jardine, the Director of Audio-Visual Education, who arranged for the scheduling of the series of eighteen programs with WGBF, a local broadcasting station, from nine to nine-fifteen on each Wednesday evening. Thinking the project too ambitious for a single high school, he contacted the social studies departments of two other of our city high schools, Central and Reitz, and got their cooperation.

Our committee then presented its proposed schedule of programs including the following topics for discussion: "The Value of an Educated Citizenry," "One Hundred and Fifty Years with Our Constitution," "Depressions, Their Causes and Remedies," "What Shall We Do About Crime," "Public Enemy Number One—Misleading Propaganda," "Public Health and Its Importance," "Improvements Necessary In Our Government," "The Problem of the Day—Unemployment," "Producer and Consumer Problems," "The Cooperative Movement," "What Shall We Do About Poverty," "America's Population Problems," "Better Housing," "Rural Problems," "Urban Problems," "How To Avoid Future Wars," "Budget Making" and "Youth and America's Future Success."

Bosse High School assumed the responsibility of the production and presentation of the first six programs. Our script writers from the various classes began research work on each problem, using magazines, newspapers, books, pamphlets, radio, lectures, personal interviews, debate material and, in fact, almost every kind of an approach which might give information on the subjects. This was compiled in script form and then given to the production staff for its final check, criti-



cism, and possible revision. To vary the presentation, different methods were used including such forms as interviews, lectures, discussions, and mock trials.

The production committee conducted, with the use of the school's public address system, a school wide tryout to find suitable radio voices to use for the presentation of the programs.

Just prior to the beginning of the series, the public relations staff sent letters to social studies departments of twenty-eight nearby high schools informing them of our plans and asking for their helpful criticisms of the broadcasts. It also advertised extensively in the school papers and local newspapers and used various other methods of publicity within the schools.

Although the series is still in progress, it seems far enough along to make some observations. It had been the ambition of the instigator to carry out the following objectives in this particular project: (1) to create a vital interest in the subject matter being studied as well as in current social problems; (2) to make the pupils realize their responsibility to society; (3) to develop leadership; (4) to assist in general adult education; and (5) to establish a definite school-community relationship.

While it may seem early to draw conclusions, a very decided classroom attitude is prevalent since the broadcasts began. Pupils read the current newspapers and magazines, they "cover" local lectures, they examine evidence critically and carefully and even pupils who have not been definitely assigned to this phase of class project work have voluntarily brought clippings and other materials to the script writers. Since most of the work has been done by pupils themselves, some

three or four seniors have become outstanding leaders in this work and have concluded that they are going to try to make it their life profession. Other projects and phases of the class work have been stimulated and motivated by the radio committee's work and a more adult attitude has been assumed by almost every member of the various classes. They feel that they are really contributing something to society and, judging from the number of favorable comments from the adult community, they have assisted in adult education.

The fact that more than fifty pupils have cooperated to put on Bosse's share of the programs may bespeak the merit of this trial of just one more method of vitalizing our school subjects.

## Plays Brought to Life

LOIS B. WALL

*English Teacher, Elementary School No. 30,  
Valley Stream, New York*

Dramatics presents splendid opportunities for the development of boys and girls. Play making and play acting gives poise, which is essential to leadership. Articulation and enunciation are improved. Dramatics give vividness to thought by providing clarifying action, also practice in activities which requires the cooperation of the individuals for the benefit of a group. Well, now, Miss Modern Instructor, why are you disturbed about the work you will have to do in guiding your children in these dramatic exploits?

Let the children do it. Acting and doing the written plays teaches cooperation by giving them the opportunity to cooperate, develops leadership by allowing the situations to arise which demands



Benjamin Bosse  
High School students  
presenting  
"What Shall We Do  
About Crime" over  
station WGBF.

leaders. Children learn to do by being given the opportunity of doing.

We accomplished this goal in our classroom in these ways: Sometime ago a sixth grade class was reading from a supplementary reader, and one girl found a play she especially liked. It was "How Boots Befooled the King," taken from "*Adventures in Reading*," by Smith, Lowe, and Simpson. The girl began to tell something about the story and others liked it. Someone suggested giving the play in the classroom.

We began by reading the play, and studying the speeches action, and the appearances of the characters in each scene. Different pupils tried reading the parts aloud. They chose the people who could best portray the characters. Then came the discussion about costuming and stage. They decided that the actions and humorous story would make our play a success without any costumes or scenery. According to the story, a husband is to be selected for the princess. Many suitors come before the King and Queen to prove they are worthy of the princess. The play went thus:

#### ACT I

#### KING AND QUEEN ON THEIR THRONE

The throne was an orange crate. The Jester was a splendid character dancing, mimicking, talking, etc. He kept the audience so amused that they didn't notice the lack of the costumes and stage setting.

#### ACT 2

Father, Peter, Paul, and Boots, seated in their cottage in front of the fire place, Peter whittling, Paul idle, Boots poking in ashes. The fireplace was a chair. The characters sat on the floor.

#### ACT 3

A room in the Lord High Councilor's house, Councilor seated, daughter standing next to him. Enter servant bringing suitors.

After many suitors had been rejected, the King decided that "Only the man who can befool the wisest King in the world may marry the princess, his daughter. Those who fail shall be soundly beaten." "Boots Befools the King."

No one seemed the least confused because of the lack of costumes and stage setting.

At another time the pupils were so amused by some of the speeches of the "Birds Xmas Carol," that they wanted to read them to the class. The whole class became enthusiastic about the story and wanted to act it out. We found it difficult to find a starting point. Many suggestions were offered, some were very complicated. The impossibility of changing scenery so frequently con-

vinced the pupils that they should decide on only three definite scenes. They selected the following:

#### ACT I

#### THE BIRD HOME

##### *Characters*

Mrs. Bird

Mr. Bird

Uncle Jack

Carol

Mr. and Mrs. Bird had just been told their daughter Carol would never be well again. They attempted to look at the situation in a very optimistic way. Carol entered all delighted about the plans she had made for the Christmas Party. The first act closed with Carol reading to her Mother and Father the invitation she had written to Mrs. Ruggles, inviting the Ruggles children to her party.

#### ACT 2

#### THE RUGGLES FAMILY CHRISTMAS MORNING

##### *Characters*

Mrs. Ruggles

The Ruggles Children

Here they read the conversation of the children as they were scrubbed for the party, and the lesson in manners Mrs. Ruggles gave her children just before they departed for the Bird home.

#### ACT 3

#### THE BIRD HOME

##### *Characters*

Mrs. Bird

Carol

Uncle Jack

The Ruggles Children

The Maid

They read the table conversation at the Christmas party and presented the gifts, also read the part where Mrs. Bird tells Carol she has had a long day and should retire.

We had a choir of twelve boys, who sat in front of the stage and sang Christmas carols just as it was done in the story. They wore choir robes.

The results of a piece of work of this kind should be carefully appraised. What the boys and girls enjoy should have some merit. The child should be better adjusted to out-of-school life, as well as given certain facts.

Children should occasionally be given credit for what is not entirely their own, for they will do better work if they think they are carrying out their own ideas and desires.

Plays may be used to cover most, if not all, of the normal activities with which children are engaged.

## News, Notes, and Comments

The Pathfinders of America are incorporated under the laws of Michigan to reach all races and creeds without profit, so have no financial, religious, or political ax to grind; and having no funds for office help, cannot furnish free postage and printed material. For information send one dollar to cover postage and printing; address Pathfinders of America, 958 Hancock Ave. West, Detroit, Michigan.

What Democracy Needs is the theme of Antioch News for December. Copies of this number are being broadcast by National Self Government Committee, Richard Welling, Chairman, 80 Broadway, New York City.

Educating for Safety is the theme of the February number of *New York State Education*.

"At a special meeting of the Commissioner's Court of Houston County held June 4th, 1885, School District 54, then known as Number 10 was organized." Thus begins "*Historical Facts About the Spring Grove High School*," an interesting feature of the handbook issued by the Spring Grove (Minnesota) Public Schools.

### SUBSIDIZING HIGH SCHOOL ATHLETES

The Idaho High School Athletic Association requested from its members a frank statement of their attitude toward the matter of subsidizing athletes. A part of their report follows: Subsidizing of athletes in Idaho is low, but seventeen persons had particular cases in mind. Only three persons believed in subsidizing athletes. Twenty-five individuals who answered believe that this problem can be solved by individual conferences and associations in cooperation with like groups. It was interesting to note who received the blame for the subsidizing athletes; four blamed the school boards, thirteen the principals, twenty-six the coaches, twenty-one the alumni, ten the barber shop coaches, four the spectators and fourteen the general public.

The following are some comments made by some who answered.

"The principals and coaches are to blame, the coaches choose the players and the principals certify to the players' eligibility."

"Give real publicity to objectives of athletics."

"More emphasis on intramural program and play days."

"Have same age limit as surrounding states."

"Age limit (21) is too high. 'Whizzer White' is only twenty."

"Subsidize, yes, we must take a realistic viewpoint. The objectives of athletics have been sacrificed for the promotion of a spectacle. Completely professionalize and then we will not confuse our athletic program with the physical education program or recreational program. Competitive athletics is a business all its own."

A movement of unusual interest to educators, Parent-Teacher organizations and others interested in education is being launched this spring. Better Parenthood Week is being inaugurated the first week of May to link Child Health Day, May 1st, and Mothers' Day, May 8th, in a new, intensified observance.

### AN INSTITUTE OF GUIDANCE AND SCHOOL ACTIVITIES

A new type of summer school will be inaugurated this year at MacMurray College, Jacksonville, Illinois. Regular college credit will be given for work completed in the Institute, which will be held from June 15th to July 28th. Courses in Guidance will be given by Dean Mary E. Baird, Freshman Counselor at MacMurray College, and courses in Extra-Curricular Activities will be taught by C. R. Van Nice, Managing Editor of *School Activities Magazine*. Harold E. Gibson will be director of the Institute.

Courses that will be offered will include: (1) Extra-Curricular Activities in Secondary Schools; (2) Elementary School Activities; (3) School Activities; (3) School Publications; (4) Home Room Guidance; (5) Student Personnel; (6) Pupil Participation in Government; (7) Stage Craft and Play Production; (8) Contest Speech Work; and (9) Physical Education Direction.

A pamphlet, *Organization and Regulations of the Declamatory, Essay, and Oratorical Contests of the United States Constitution Sesquicentennial Commission*, describes the working organization for the contests; the regulations, including type,



scope, and time of the contests; the topics for selection of subjects; the commemorative medals of award; and contains facts on reference material, also a list of selected books relating to the Constitution, and the membership of each State Contest Committee.

Another pamphlet which has been prepared for use in the Declamatory Contests in the elementary schools, contains selections of prose and poetry relating to the Constitution, arranged according to grades.

For further information write the UNITED STATES CONSTITUTION SESQUICENTENNIAL COMMISSION, Washington, D. C.

#### SCHOOL-MADE MOVIES

Have you made a moving picture in your school? If so, will you tell other schools who have made pictures and those who want to make them about it? The Committee on Standards for Motion Pictures and Newspapers of the National Council of Teachers of English is holding a conference by mail so that all those who are interested may learn from each other. Will you write the following information on a sheet of paper:

1. Title and subject of your film or a description of it.
2. Length of your film. Is it 400, 800 or 1,600 feet long?
3. Width of your film. Is it 16 or 35 mm?
4. Is it a silent or sound film?
5. What group produced your film? Was it a Cinema or Camera Club?
6. To what person may we write to find out more about your film?
7. Should you like to exchange films with other schools?
8. What advice can you give to schools that want to produce their first films? or to those who want to take more moving pictures?
9. Please send your information to Mr. Hardy R. Finch, Greenwich High School, Greenwich, Connecticut.

#### STUDENTS AT WILSON HOLD JOB PARLEYS

In response to a request made by a group of Wilson (Cedar Rapids, Ia.) high school boys for a conference on how to qualify for employment in business and industry, a series of noon meetings was held at Wilson school for four days, beginning last Tuesday and ending Friday.

Speakers at the conferences were Robert Yaw of the Killian company, Marvin R. Selden of Merchants National bank, J. L. Gilmore of Cherry-Burrell corporation, and C. A. Engel of Wilson Packing company.

Among the questions discussed were those pertaining to procuring and holding a job, necessary experience for skilled workmen, personal traits and skills that command the attention and favor of employment directors in stores, shops, factories and offices, the best high school subjects to give a good background, and training that should be obtained for special fields of service such as radio announcing and retail merchandising.

The men who spoke stressed particularly that all boys with average or superior intelligence should finish high school. They mentioned that many successful men have not had college training and that some college trained men are not successful. It was pointed out that college or lack of college is not the measuring stick but that success depends on aptitude and effort.

The speakers were introduced by Richard Hubeck, Jack Machula, Marvin Lockwood and Charles Wood, Wilson students.

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## How We Do It

C. E. ERICKSON, *Department Editor*

### Student Activities Enrich the Guidance Program

There is a definite need for sponsors of extra-curricular activities to co-ordinate these activities with the guidance program of the school. Too often the extra activities are started to provide entertainment, as an antidote for the sterility of many subjects, and to give students an opportunity to "let go." This point of view permits a tragic waste of some of the richest resources of the school.

Student activities are close to student interests. They are flexible enough to care for new pupil problems not dealt with in the rest of the school program; they encourage students to actively participate in the initiation, organization and administration of these activities. These characteristics make the activities program indispensable to the guidance program.

There are many projects your council and other school activities can stimulate. Start an orientation program for new students, have members of your council visit and help elementary school pupils, prepare guidance materials for new students, organize a series of vocational conferences, start a real program of social guidance, begin a college room (where college catalogs and other information is available) make a study of vocational resources and of problems of the community, start a college problems club, make a study of leisure and recreational resources of the school and the community. These are only a few of the guidance practices which an alert activities program can carry on.

It is important that the activities program begin to carry its share of the guidance responsibility. These activities have a unique opportunity. Will they respond?

### Introducing Safety Education

LESSIE M. ZASTROS, SPONSOR

*David Prince Junior High School  
Jacksonville, Illinois*

It happened two years ago last September that, as the sponsor of a boys' club, I was requested to organize the group as a Safety Patrol. Previous

to that time, I had had no experience with the problems of safety education. Officials of the American Automobile Association of our area were to organize the patrol, furnish belts and badges, and explain the post duties of the boys. Beyond that, the problem was ours and we had little to guide us.

Much thought and time were spent on plans for immediate procedure. We decided on making the inauguration of the new project a real event in our school. Only students who had been in the school one semester were to be eligible to membership and then only on the basis of the following qualifications:

1. The boy must be interested in representing the school in directing pupil traffic at street crossings about the school grounds.
2. He must be dependable. His conduct must at all time be C or better.
3. He must be trustworthy and he must faithfully perform all duties assigned to him.
4. He must be courteous always.
5. He must show satisfactory qualities of leadership.

A copy of the qualifications was sent to each home room adviser, and only those applicants were considered who, in the judgment of the adviser, measured up to the standard.

The result was a fine group of earnest, conscientious patrolmen. A boy who very much desired to be a patrolman, but whose record failed to qualify him, was encouraged to improve in order to be eligible when other patrolmen were needed.

As soon as our organization was completed, a special assembly was held at which time our principal presented the new group to the students, explained its purposes, and asked for the cooperation of all the students in the effort to make their crossing of streets easier and safer. The officers of the patrol gave a demonstration of patrolmen on post duty.

An article in the local press urged the sympathetic cooperation of citizens to make the new school project a success.

As a club, we met each week during the regular club period and besides discussion of patrol problems we engaged in a number of safety ac-

tivities and endeavored to keep constantly before us the interests of safety in its various aspects as featured in newspapers, magazines, and by civic organizations. The following is a sample of that year's activities:

1. During fire prevention week, the sponsoring of an assembly program.
2. A visit to the fire department for an inspection of our fire fighting equipment and for instruction on its use.
3. Cooperation with the Red Cross in their home safety project.
4. A visit to a local garage for an examination and explanation of the safety checks given automobiles.
5. An interesting lecture by the finger printing expert of the police department, who explained the importance of everyone's being finger printed as a safety precaution in case of serious accident. The technique was demonstrated.

The second year we continued very much the same plan, but we experienced a growing realization of the need for the organization of our entire school for safety. Accordingly, we began planning for an extension of our program in 1937-1938. Our plans were greatly encouraged and aided, by a school membership in the National Safety Council provided through the interest of our superintendent of schools. This membership tied up our work to a broader field of effort.

Soon after the opening of school, our Junior Safety Council was organized, and a constitution and by-laws adopted. Its membership includes the Safety Patrol and one representative from each Home Room, the Corridor Officers, and the Student Council. One meeting is held each month during an activities period.

Various committees carry on the work of the Council.

1. Program Committee.
2. Publicity. The duties of this committee include:
  - a. Reports of the Council meetings to the groups they represent.
  - b. Taking to their groups the safety lesson of the month.
  - c. Cooperation with the poster committee in displaying safety materials and posters in their home rooms.
  - d. Representing their groups in its contacts with the Council.
3. Poster Committee.
4. Inspection Committee. This committee makes systematic inspections and all members of the Council are expected to be on the alert at all times for possible safety hazards in and about our school.

5. Accident reporting committee. The representatives from the home rooms are expected to report to the committee any accident to members of their sections.

A survey at the beginning of school revealed that many students were riding bicycles to school. As a result we made our safety project for September an intensive campaign for bicycle safety. For this we used the safe bicycle riding rules furnished us on cards by the Safety Division, State Highway Department; we made announcements in assemblies regarding safe riding practices and appealed to the students for their own safety and that of others and for the record of their school to observe the safe riding rules. So far we have had no bicycle accidents since our campaign began. We plan to renew this campaign in March.

A local newspaper article of October 31st, 1937, reports: "The Junior Safety Council of the Junior High School has been engaged in a number of safety promotion activities during the present week. Cooperating with the Red Cross in conducting a home inspection campaign the Council has sponsored the following in school:

1. A fire drill on Monday.
2. Inspection of all lockers in the building on Tuesday.
3. Wednesday—an inspection of building and grounds for safety hazards.
4. Demonstration to the faculty, by patrol officers, of the use of fire extinguishers in the school.
5. Distribution to home rooms of the November safety lesson.

The objectives of our December lesson were for a safe and happy holiday season.

Our program has been aimed directly at the individual student. It has sought to create in him the attitudes and habits which will avoid accidents to himself and prevent them to others. Safety teaching assists the child in adjusting himself to the complex life of today and in becoming a more desirable citizen.

## The Arithmetic in Slot Machines

L. J. HAUSER

*Superintendent of Schools, Riverside, Illinois*

Arithmetic is not taught as a mere mechanical process of addition, subtraction, multiplication, and division. Back of the study of arithmetic is the purpose of training children to become more intelligent consumers. By a study of such topics as insurance, taxation, budgets, banking, and installment buying, the children are given an opportunity to have a much better understanding of such topics. Take the case of installment buying, for



example. In the study of this topic, the children can use their arithmetic to determine what the actual additional cost is to the individual as a result of this method of buying. Real situations are taken to determine just how this method of buying works out.

The various types of gambling devices with which the children and adults come into contact form another very important unit of study. By having a slot machine in the school, it is possible for the children to discover for themselves what percentage of the money taken in by the owner of such a machine is actually paid out. In a similar way, the study of punchboards makes it possible for the youngsters to note through actual mathematical calculations how small the chances of winning are in these devices. It may be well to discuss with them the moral problems involved in gambling; but in order to get effective results, it is necessary for youngsters to learn how dishonest these various devices are.

No coins were used in the study of the slot machine as the machine was adjusted in such a way that it would operate by merely pulling the lever. One child would pull the lever 25 times while another would keep a record on the blackboard. As a result, the total return for each group of 25 plays was far below the number of times the machine was played.

By actually figuring out the per cent of profit on more than 100 punchboards advertised in many different commercial catalogues, the children were surprised to find the small chances of winning and the tremendous profits that were made.

The children became so interested in this study that they made a voluntary survey of the slot machines and punchboards in the community. They also made a study of the local ordinances covering gambling devices. The class decided to select a committee to present these facts to the village board, with a recommendation that the local ordinance be enforced. The village board instructed the village manager to see to it that the twenty-two punchboards and three slot machines were immediately removed from the village.

### **Beginners in Dramatics Given Movie Tests**

BERYL W. SIMPSON

*Director of Speech Arts, Arizona State College  
Tempe, Arizona*

Beginning students in Dramatic Interpretation are being given movie tests as well as voice tests in order to have a complete record of the stage personality.

Last semester each student in beginning speech

courses and every Freshman was required to take a speech test which involved a recording of the voice. The records are being kept on file so that a comparison may be made later to see if the student has eliminated his vocal irregularities and speech defects and improved his voice qualities and diction.

The movie test is to be made on the theory that a stage personality is dependent as much on poise, ease of bearing, and absence of unpleasant mannerisms, as on the quality and correctness of the voice.

Beginning Interpretation and Acting students will be subjected to this motion picture test, the film being kept in the files, so that a comparison can be made later to determine the extent of his improvement in the overcoming of unpleasant facial expressions, awkward gestures, or ineffective movement on the stage.

New equipment has recently been purchased, consisting of a motion picture camera, an 8 mm. projector, a silver bead screen, and flash reflectors.

The newly constructed radio studio is being used as a projection room for the showing of the workshop films.

The motion picture camera will also be used to record scenes from the Drama Workshop Major productions. It is also planned to record scenes which show fundamentally bad acting and then scenes in which the acting is good, so that a student may see what to avoid and what to work for.

The recording of a voice is not a new idea. Most of the speech clinics in our modern colleges and universities are using this device at present, but the recording of the personality is definitely a new idea and, we believe, puts Arizona State College at Tempe on top of the list of those schools outstanding in research and progressiveness in the newer trends of education.

### **A Working Service Group**

FRANK JONES CLARK

*Vice-Principal of Roosevelt High School  
Seattle, Washington*

An outstanding organization in the Roosevelt High School of Seattle, Washington, is composed of boys of the ninth and tenth grades selected on the basis of scholarship, character, and willingness to perform school services was established seven years ago.

Each boy must be approved by all of his teachers as being among the upper half in scholarship, the grade level being better than C, and with conduct and cooperation unquestioned.

Enough boys are elected each year to complete

the active membership of 15 and sufficient number of associate members to complete the quota of 15.

Each boy must maintain his scholarship and impeachable character while a member of the club because of the fact that he is given very special privileges by the advisor of the club due to the extraordinary calls which are made upon the boys' time.

The boys are organized in such a way as to make it possible to muster them on a minute's notice by calling the captain or the first lieutenant. The captain, who is elected as president, is the first executive officer, and is given large powers in directing and controlling the club. He has two lieutenants corresponding to the secretary-treasurer, and vice president, each of whom are in control of one-half of the members of the club.

The first lieutenants each have two second lieutenants and each second lieutenant has two squad men. To assemble the organization on a minute's notice, the captain is informed. He in turn notifies his first lieutenants or a secondary officer, if this lieutenant is absent. The first lieutenants each notify their second lieutenants who in turn call the squad members.

Each superior officer has the schedule or program of his inferiors. One-half of the club is called the right wing, and the other half, the left wing, and in each case where there are two divisions or two men, the right wing, or the right lieutenant, or the right squad man is of superior rank to the one that is on the left.

In working formation, the whole club operates as a unit or as squads to suit the needs of the emergency. No man is a loafer or "stand-around-boss." In the Roosevelt High School one of the common uses to which the club was put was clearing the lunch room of tables and stools for the purpose of making it possible to stage a dance or a party and then to reassemble the equipment and put it in its proper place.

An emergency call might come to set the stage with one hundred chairs and tables. The principal might desire to pass bulletins out at the various doors of the building, or to use the squad in fire drills. The club itself often organizes to participate in some project around the school, like raking the rocks off of the athletic field or building a horseshoe court, etc. Whatever the work, it was always organized through the captain of the squad or one of the superior officers, who assembled the particular boys needed.

The boys are allowed to leave their classes without excuses and without any of the red tape which has been built up to provide for the average student. Any boy who violates his trust at any point

is immediately expelled without question. In the years of the club's existence, involving at least 100 boys, no one has ever been found guilty of abusing his trust.

If a member's scholarship falls below the standard or if a member has disciplinary trouble, or fails to uphold the standards of the school at all times, he is placed on reserve until the matter has been adjusted, or he is asked to withdraw from the club. Any boy who fails to attend the bi-weekly meetings faithfully, or to perform his work creditably, or who finds his obligations too heavy, is given the privilege of an honorable withdrawal. Boys who are elected to a higher honor in other clubs of the school are given an honorable withdrawal and their names placed upon an honor scroll after two years of service in the club.

Bi-weekly meetings are held for the purpose of keeping the Service Club functioning smoothly, keeping up the standards, and for the electing of officers. Parliamentary drills and other such activities having to do with the increasing of the members' efficiency and the development of his personality are also held.

An occasional trip is taken into the hill in order that the boys may better get acquainted with their advisor and develop an *esprit de corps*. One or two banquets may be held in the school for special purposes having to do with the work of the group.

One of the special projects which has done more than anything else to hold the group together, to give it high standing in its school community, and to furnish a tradition which can be handed down to succeeding members, is the unique project undertaken by the club for the last five years. Through cooperation with the State Forestry Department, the School of Forestry in the University of Washington, the United States Forestry Service, the Forestry Fire Association, State Parks Commission, and local groups, the boys have secured two tracts of land not over sixty miles from the city on which they plant native trees each spring time.

One or two thousand Douglas Fir Seedlings are obtained from the National nursery and planted on the logged-off land or burned area which has been set aside for reforestation. Their present site for this project lies on a section adjacent to the Snoqualmie Pass Highway.

The United States Forestry Department furnishes the tools and a man to supervise the planting. The boys do the work and the planning. They leave on a Friday afternoon and return on a Saturday afternoon spending the night in a camp, part of the next day in planting and part in recreation. An advisory board of men who are inter-

ested in the work, as well as in the boys themselves, serve as consultants, and help to furnish the wherewithal to complete the project. One of the organizations interested in re-forestation has furnished some of the cash necessary to finance the trips.

Previous to the project, the boys have staged, on two different years, activities in the school designed to make the school "Conservation Conscious." In other words, they sponsor American Conservation Week by appropriate exercises, bulletins, and demonstrations. Copies of such programs can be obtained by sending to Roosevelt High School.

The teachers of the school have on the whole been enthusiastic in their praise of the Service Club because it has contained such high standards of scholarship and character and because of its usefulness around the school. It has also favorably influenced other boys and girls in the school.

Many of the boys have ascended to positions of responsibility in the school, first, because they were the highly selected group who were given an extensive training in school services and, second, because they worked under conditions which developed responsibility. Emblems or pins have been worn by the club as recognition of their intrinsic worth to the student body and teachers and for the purpose of assisting in building a club consciousness.

## Senior Skip Day Becomes Worthwhile

F. T. HAWLEY

*Superintendent, Otter Lake, Michigan*

Some time in the past a tradition had sprung forth in this community, as well as most of the nearby cities, that the seniors were not really seniors until they had skipped school for a day. Previous years would find them among the missing on some fine morning, unchaperoned, and with no plan in mind.

They would spend the day at a nearby lake or possibly at a picture show and return with little to show for their day outside of the sunburn or tired feeling. For many of them this became bore-some, but custom would not allow them to change, even though they might desire a change.

This seemed to be a golden opportunity to take advantage of a project which would be far more interesting to the class members and at the same time give them something to look back to in the years to come. We called the seniors in to an open discussion of the problem. We listened to their side of the story, and then presented ours. They agreed to take a chance on our suggestions.

The suggestions were as follows: they were not to take a day off, but were to be in readiness when the call came, by having fifty or seventy-five cents on hand. They would be notified on some evening after school to be at a certain place early the next morning for a trip with destination unknown. The mystery of the outline appealed to them.

No one except the seniors and I knew of the arrangements. On a Friday morning we met as arranged. A public spirited local citizen who owned a truck said he would be glad to donate his truck and services to us for a day. We had placed a few robes in it and then placed chairs on them to accommodate our group.

As we journeyed away the effect of the mystery of the occasion was interesting to witness. Our destination was the state University where arrangements had been made for the group to witness a rehearsal of the spring festival concert, watch a baseball game, go through the library, engineering building, demonstration school, and museum, and have a professor take us through the research rooms three floors underground in the physics building. At noon time, arrangements had been made for all to eat at a special table located in one of the buildings on the campus. There was also an opportunity to see the gymnasium and swimming pool, as well as the field house.

For several days after our return the main topic of conversation was the trip. The juniors became highly enthused and immediately suggested that they would like to have a similar skip day. There are many possibilities which would apply in various localities. We undoubtedly will take the seniors on a trip to the capitol this year. Another year we may go to watch the industrial process of making automobiles, chemicals, or glass; but whatever it is, the seniors will have a worthwhile skip day.

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## Have You Read These?

BY THE EDITOR

"For twenty-five years we have been tinkering with the machinery of education; we have been playing with the mysticism of philosophy and method, 'formal steps,' 'I. Q.'s,' 'diagnosis and remedy,' 'projects,' 'activities,' 'urges,' 'felt needs,' 'methods,' 'units of work,' 'subject matter,' and a host of other minutiae of educational philosophy and method. Has not the time come . . . to select and try some of these ideas long enough to see how they work?" So begins Rollo G. Reynolds in his ten-headed article, "Some Larger Tasks for Elementary Schools," *Teachers College Record* for February. Here is an article which should be read by all teachers—elementary, secondary, and college—because all of it concerns all of them.

Recent experiments in American higher education indicate that even some of our ivy-clad and tradition-bound dear old Alma Maters are beginning to recognize that maybe, after all, there is such a thing as educational progress. In his article, "A College Breaks with Tradition," *Journal of Education* for March, Dean Ward A. Whitcomb describes the "Hiram Plan," in which a student takes his regular courses intensively—one each quarter. No regular dismissal bells; no interruptions of a student's experiment, reading, conference, or field trip; more intimate student-instructor relationships; and one "final" at a time, are a few of the advantages of this plan. And it is popular with the students, too.

Another article on "To Mark or Not To Mark," Roy A. Norsted, will be found in the same magazine.

"Everyone who produces processes, or consumes plants and plant products is benefitted by the breeder's efforts to mold superior heritage in agricultural crops." You are included, so will be interested in learning about eyeless potatoes, larger, more tender, and prettier carrots, uniform-sized cucumbers, watermelons to fit your refrigerator, thornless dewberry, barbless barberry, smooth awned barley odorless marigolds, and crinkly flowered petunias. Keith C. Barrons tells about them in "Streamlined Plants," *Scientific American* for March.

"Martyrs or Fools?" After reading Allen Bowman's article of this title in the February *Journal of Higher Education*, we'd conclude that the faculty members of the "marginal colleges"—especially the small church institutions now fighting for their very existence (many of such have ceased to exist)—are more deserving of the first designation than the second. Here is an interesting and somewhat pitiable picture of the financial status of the teachers in these colleges.

If you teach reading, or if you feel the need of some additional knowledge about this subject, you will find five pertinent articles in the February number of *Educational Method*.

Hooray! We've just located an article for which we have been looking for several weeks. Hence, it should have your attention whether you are or are not a "hundred percenter." Ralph Linton's "The One Hundred Per Cent American," *The American Mercury* for April, 1937, follows the average individual from getting-up through breakfast, and shows the extent to which he is NOT a hundred percenter.

### SOME IF'S AND MARCH MAGAZINE ARTICLES

IF you drive a car, read "Where's the Fire?" Philip Boyer Jr., *The American*, and learn what two thousand cops think of you.

IF you do not believe in war, read W. F. Kernan's "In Defense of War," *The American Mercury*, and see that those who love peace must fight for it.

IF you believe that "the day and the hour" has already been set, read "Death Is Not a Necessity," W. M. Malisoff, *The Forum*.

IF you believe married women should be, or should not be, allowed to teach, you will find both sides presented in *The Forum* in a debate between A. F. Meyers and Helen Reynolds, "Should Women Teachers Marry?"

IF you believe that there is such a thing as a "victorious nation," read Elmer Davis, "We Lose the Next War," in *Harpers*.

IF your interests run to movie stars, read "What We Liked About Hollywood," Gertrude and Joel Sayre, *Scribner's*.

# School Clubs

EDGAR G. JOHNSTON, *Department Editor*

## CLUBS IN THE ACTIVITY PERIOD

The problem of finding time for the meetings of the various organizations of the extra-curricular program so as not to conflict with other desirable activities or to penalize the pupil who must work after school or catch the school bus has led to the increasing adoption of the Activity Period as a regular item of the school schedule. In addition to its avoidance of conflicts, this plan has the advantage of dignifying club activities as their importance in terms of potential educational outcomes deserves. It may also serve to secure more wholehearted cooperation from busy teachers who feel that the school day closes at four o'clock. An illustration of the organization of the activity period to provide for the interests of a junior high school student body is presented by Principal A. L. Thomasson of Champaign, Illinois.

"On Monday, Wednesday, and Thursday recreational and service clubs meet during the activity period, which serves for homeroom programs on Tuesday and for assemblies on Friday.

"All pupils, with the exception of the first semester seventh graders, are members of a Thursday recreational club of their choice. During the club period in the first semester, the seventh grade pupils are oriented to their new environment. Various topics are presented in an effort to help these new pupils to adjust themselves as quickly as possible. With few exceptions, the Wednesday clubs are the government groups, publications, and the library staff. On Monday there are more recreational clubs for those pupils whose records are high enough to indicate that they may well take additional activities of this type.

### THURSDAY CLUBS

"While all pupils are expected to be in a Thursday recreational club, each is allowed his choice and he is given responsibility for gaining admission to this club. At the beginning of club week a bulletin, prepared by a faculty committee, is distributed to all home rooms, where it is presented to the pupils. In this bulletin are described the purposes of the various clubs and their proposed activities for the semester. Very few of these clubs have requirements for membership, but the usual procedure is as follows:

1. A definite time schedule for admission is an-

nounced. All club sponsors are in their rooms at the scheduled time throughout club week to accept members.

2. Membership in each club is open to a maximum of thirty pupils in most cases. At the end of each day during club week sponsors place the names of enrolled pupils in the homeroom teachers' boxes, and the homeroom teachers check with their pupils to see that each one is satisfactorily located in a Thursday club.

3. At the end of the club week homeroom advisers send to the club director, who is the vice-principal, a list of their pupils showing the club selection of each.

4. Each club sponsor also sends to the club director a list of the pupils who have been admitted to his club.

For the Fall semester, the following list comprised the available clubs:

Advanced Scientists  
Book Lovers  
Current Events  
Ninth Grade Dramatics  
Evening Fun  
Garden  
Advanced Harmonica  
Advanced Knitting  
Model Building  
Pantomime  
Sketch and Design  
Young Business Men's Club  
Travel  
Athletic  
Camera Clickers  
Dennison Craft  
Eighth Grade Dramatics  
French  
Beginners Harmonica  
Beginners Knitting  
Needle Craft  
Metal Craft  
Scrap Book  
Ninth Grade Swimming  
Weavers

### WEDNESDAY CLUBS

"Twelve service and two recreational clubs meet on Wednesday during the first semester. Membership is selective and elective. The service clubs,

for the most part, represent student participation in the administration of the school. The roster for the fall semester contained the following:

Department of Streets and Public Improvements

Department of Social Welfare

Department of Public Health

Department of School Property

Bureau of Outdoor Traffic

Bureau of Indoor Traffic

Bureau of Social Needs

Bureau of Decorations

Student Council

Retro (Yearbook) Staff

Newspaper Staff

\*Dancing

Music Appreciation

Membership in the four "departments" and the student council is elective, each of the twenty-eight homerooms choosing one member to each group. Membership in the "bureaus," publication clubs, and library staff is selected by the homeroom teacher in cooperation with the club sponsor. The Wednesday dancing club is open to ninth graders only, but the music appreciation club is open to both eighth and ninth grade pupils. Seventh graders are eligible for the student government groups. Pupils to be eligible for any of the Wednesday clubs must meet certain eligibility requirements as shown below. After election for the various student government groups has been held, the sponsor registers with the club director the names of successful members.

#### MONDAY CLUBS

"The following clubs are offered on Monday:

A Capella Choir (selective)

Intramural (one representative from each homeroom.)

Ninth Grade Dancing

Modeling (selective)

Presidents' club (one from each homeroom)

World Fellowship

Eighth Grade French

Eighth Grade Dramatics.

ELIGIBILITY REQUIREMENTS FOR MONDAY-

#### WEDNESDAY CLUBS

"All pupils, except first semester seventh graders, are expected to join a Thursday club. Those who meet the requirements may also be members of either a Wednesday or a Monday recreational club, and pupils who are members of a Wednesday service club may be members of a Monday recreational club. It is possible, therefore, for an outstanding pupil to be a member of three clubs: namely, a hobby club (such as Camera Clickers,) a student government club (council, department, or bureau,) and a recreational club (such as danc-

ing.) Pupils who are not in Monday and Wednesday clubs use this time for remedial work in various subjects. The club program is based upon pupil-teacher interests for it is believed that in no other way can such a program function properly."

### AMONG THE CLUBS

From Wilmington, Delaware, comes the account of the Royal Masque Dramatic Club of which Miss Mercedes Walsh is sponsor. Mr. Keith Forbush is science instructor and science club sponsor at the Henry Ford School of Dearborn. Mr. Robert L. Gilbert of Peru has submitted the report of the Hi Y Clubs which are under his sponsorship. Miss Alice S. Clements is sponsor of the Home Economics Club of Indiana.

#### A SCIENCE CLUB IS ORGANIZED

*Henry Ford School, Dearborn, Michigan*

At Henry Ford School, Dearborn, the science club is rapidly gaining the reputation of becoming the most active club. Although it is not yet six weeks old its influence on the members and school is already apparent.

School closes at 3:45, but instead of finding their way home, many pupils head for the science room, where they may have the fun of caring for rats, building aquariums, mounting butterflies, or making a telegraph sounder. Each activity which originated from a class unit of electricity, animal adaptations, or others is the center of interest. Pupils are not forced; they are encouraged to use the laboratory after school. Many individual projects are begun or finished at this time. The new clippings and pictures on the bulletin board display cases to be rearranged, or new plants and animals bring the frequent question, "What's new today?"

The instructor had been hopefully waiting for some pupil to suggest a science club where those with special interests might further share one another's experiences. Finally it came, "Mr. Forbush, why couldn't we have a science club? Boy! That would be fun. I'll bet a lot of other kids would like it too."

"You have an idea, Robert. Do you really think we could?"

"Sure," was his prompt reply, "I'll see some other boys."

From that time on, the science club rapidly took form. Officers were elected, and were to be re-elected every three months to give more pupils a "chance." Membership was limited with new members admitted only on the basis of special interest.

A very brief charter was drawn up by a com-



mittee and presented at a meeting for approval. The club voted to accept the invitation to visit the University Museum with the sponsor. Instead of the usual club dues the group finally decided to raise and sell rats to finance movie film rentals or emergency expenses. Thus enthusiasm reigns as a new science club begins.

### THE HOME ECONOMICS CLUB

*Indiana High School, Indiana, Pennsylvania*

This organization of approximately fifty girls is affiliated with both the State and National Associations.

At the Club meeting, following the formal installation of officers and the initiation of new members, yearly calendars are distributed. The program for each regular meeting, names of officers and committees, the creed, motto, songs, Club roll, the objectives are all included within the artistically designed cover. The programs are of four distinct kinds: educational, social, professional, and social service. A general theme is chosen (last year's theme was "Personality Development.") Each member is given the opportunity of appearing in the limelight at some time during the year. The objectives are referred to many times. As the year closes a definite check is made on the accomplishment of the Club. The work of each member is evaluated by use of a special scoring system. When a girl's score reaches 250 points a National Association pin in gold is awarded to her.

The Indiana High School was instrumental in fostering the organization of home economics clubs in other schools of the vicinity. A description of the procedure followed may be helpful to other club sponsors:

1. A committee checked the schools in our district having Home Economics Departments but no clubs. Schools within a radius of twenty to thirty miles were selected as our best possibilities.

2. The Club Sponsor made the first contact, namely that of trying to interest the teacher in the club organization.

If any club member was a former resident of the school, she talked to friends telling them of our club activities, a great help in several cases.

3. The teacher now interested talked over the situation with her principal. In some cases she called on the club sponsor to help in presenting the problem.

4. The teacher next tried to interest girls that would be good leaders.

5. The Sponsor and a few members of the club visited with the teacher and the girls, telling about various aspects of club work. The committee on

arrangements had prepared suggestions for club organization, programs, and money making activities. These along with an Indiana sample program for 1936-37 were left with the girls. A club pin, club scrap book, songs, etc., were also taken along to show something of club work.

About this time our Club had sponsored a dance. Invitations had included the teachers and four girls from five schools. A hostess committee took care of our guests, trying to afford them a pleasant evening. They seemed impressed with the success of the dance both as a social and financial affair. This was a great help in introducing our idea of club organization.

6. Following our visit to the school a report was sent to our State Club Chairman who wrote to the teacher and sent her helpful material.

7. If the school then organized, our president usually aided in the installation of officers.

8. Throughout the year we exchanged club news. One group not far away put on an interesting program for us last spring. At our state meeting we had a get-together of club delegates and sponsors. By keeping in touch with newly organized clubs, interest was not likely to wane as the first spurt of enthusiasm died and work became more difficult.

### ROYAL MASQUE DRAMATIC CLUB

*Pierre S. Dupont High School,  
Wilmington, Delaware*

The Royal Masque Dramatic Club celebrated its third birthday by presenting to the public an arrangement of six scenes from Macbeth, Romeo and Juliet, and Midsummer Night's Dream. With its limited membership of 65 the club has an unusual opportunity for reaching and maintaining the high standard of achievement that is necessary for the successful production of Shakespeare.

Thus far it has been fortunate in having capable leaders. Its officers have succeeded in creating a forceful organization, which functions smoothly and intelligently. No member of the Royal Masque is selected for a play that is being prepared for public presentation without first having qualified for such an appearance. To this purpose the leaders lend their concerted efforts to the preparation and presentation of one act plays which are presented at their bi-monthly meetings. All one act plays are selected, directed, costumed, and produced by the members of the club. These performances have only the indirect attention of the sponsor of the group.

The dramatic club work has been planned to provide opportunity for development in every phase of play production. Each member may se-

lect that specific field in which he is most interested and may center his attention and training there. Classes in "make up" art are held; special groups handle the various problems of production; play reading committees have definite tasks. For all productions, both major and minor, a chart is made and posted. The enclosed chart for our recent Shakespearian performance will indicate how compact and closely knit the organization is when working.

A year ago, the Royal Masque presented Barrie's "Peter Pan." Of the many complimentary reactions, the most flattering came from the city's Little Theatre Group, which has subsequently called upon the Royal Masque members when they have needed youthful characters.

The members of the club have an additional advantage in so far as they are trained for radio speaking through the use of the school's public address system. They are frequently called upon by WDEL to broadcast over the network.

This specialized dramatic training, in addition to developing the individual student, is an attempt to furnish artistic productions which will afford an opportunity for raising the theatrical taste of the general public.

## THE HI Y CLUB

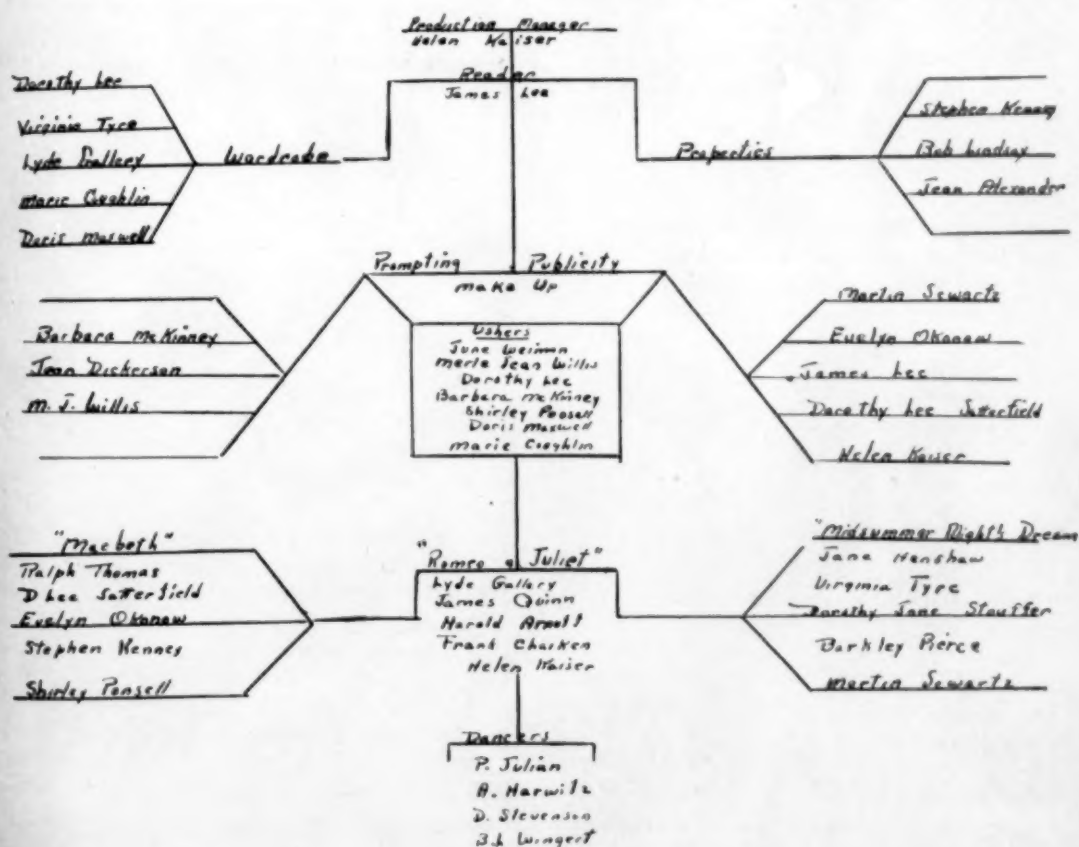
Peru High School, Peru, Indiana

In Peru High school, the Hi Y movement is represented by two live and wide awake clubs. One, the Junior Club, is open to freshmen and sophomore boys. The Senior Club is open to juniors and seniors. The qualifications for membership are:

1. A boy must possess a high moral standing in his school and community.
2. He must have shown ability as a student leader.
3. His scholastic standing must be good.
4. His general school attitude must be excellent.

5. The purpose of the two clubs are to create, maintain, and extend throughout the school and community high standards of Christian character.

The activities of the Senior Club during the school year are many and varied. We meet every two weeks during our activity period on school time at which time various matters of business are disposed of. There are monthly night meetings in which regular programs are provided. These programs are built around problems which the ordinary high school boy experiences. In January,



our night meeting will be a Hi-Y swim at the Y. M. C. A. in Kokomo. To this swim are invited the men members of the faculty.

The February meeting will deal with world affairs. The March meeting will consist of a Mother and Son Banquet. The boys of both clubs will royally entertain their mothers. The April meeting discusses the problem of boy and girl relationships, since it is at the beginning of the high school social season. The May meeting will be the last meeting of the year and it will be in charge of the Senior members of the club.

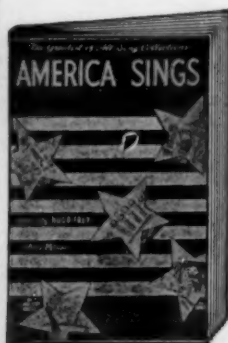
Just a word about the activities of the club last fall. The State Older Boys Conference was held in Peru, and approximately five hundred fifty boys from all over Indiana were entertained two full days in the best possible manner. The club also paid for the loud speaking service at our home football games.

In order to finance the various activities of the club at all the athletic events the boys sell popcorn which is made in our own popper.

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(Continued from page 365)

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# Stunts and Program Material

MARY M. BAIR, *Department Editor*

## APRIL CALENDAR

Writers take first place in the April Calendar. Fifteen days in this month offer variety for research to those students who are interested in literature. Such research combined with a bit of creative ability can result in fine and worth-while entertainment.

William Shakespeare's birthday (April 23) is suggestive of so many program ideas that one finds it difficult to make a choice. A short scene from a Shakespearian play performed as on the inadequate stage and with the inadequate lighting of that period would show what progress has been made from that to our modern stage.

Joseph Pulitzer, journalist and philanthropist, founder of the Pulitzer prize, was born in April. In hearing that work has won that coveted prize, we immediately think of "eighteen carat" or "sterling;" yet how many know why this prize was founded or to whom and for what it has been given? A short resume of the founding, and a list of the various awards would be interesting.

Compare the works of the two English poets, William Wordsworth and Charles Swinburne, then call for the favorite poems as remembered by students. Study and portray scenes from the lives of Antole France, famous author and critic. Edmond Rostand, French dramatist, and Henry James, author.

Tell something of the first edition of Webster's dictionary on April fourth in 1828.

The late Broadway success, "Moor Born," deals with the lives of the Bronte Sisters. A short scene wherein Charlotte Bronte, English novelist, is featured would be most appropriate for April twenty-first. Select and impersonate characters from Don Quixote as you study Miguel de Cervantes Saavedra, greatest of Spanish writers.

John Burroughs may be featured as the author and the naturalist. Every school child should know more of this interesting and lovable character.

Portray scenes from that lovely life of "The Man Without a Country," as shown by Edward Everett Hale.

A program of whimsy and fantasy may be made an interesting project. April has given us three

writers whose stories lend themselves admirably to dramatization. Choose characters, then dramatize scenes from fairy tales by Hans Christian Anderson, Danish writer of fairy and folk tales; The Legend of Sleepy Hollow, by Washington Irving, and Robinson Crusoe, by Daniel Defoe.

For days to be celebrated in the patriotic manner we have the birthdays of four presidents: Thomas Jefferson, third; James Monroe, fifth; James Buchanan, fifteenth, and Ulysses S. Grant, eighteenth.

Henry Clay, statesman and orator, was born on April second. Paul Revere made his famous ride on April the eighteenth, and William Brewster, one founder of Plymouth colony, was born April tenth.

Charlemagne, King of the Franks, was a great patron of learning. Frederick Froebel, German educator, founded the Kindergarten system.

Navigation and discovery have their April representatives in Ferdinand Magellan, first to circumnavigate the globe, and Matthew Calbraith Perry, who discovered the north pole.

Music has Sergei V. Rachmaninov, Russian pianist and composer. Art has Raphael Sanzio, Italian painter of Madonnas. Medicine has William Harvey, who discovered the circulation of the blood, and Sir Joseph Lister, the English surgeon who was the first to introduce the antiseptic treatment of wounds.

Wilbur Wright, one of the brothers to design and perfect airplanes, has an April birthday. Since Samuel Finley Morse, the man who invented the telegraph, and Guglielmo Marconi, the man who invented wireless telegraphy, were each born in April, it would be interesting to create a program concerning the lives and achievements of these men.

Much has been written concerning types of entertainment for All Fools Day. It is not likely, however, that a scene has yet been written around that first "April Fool" in France, when the New Year was suddenly carried back to January first instead of being celebrated on the twenty-fifth of March. The year was 1564, an interesting date indeed as a time for April fool.

## TRIAL FOR LIFE

Commencement time and the graduate going out to carve his future. Is he "fit?" Does he possess the equipment necessary to achieve success?

Give one assembly period to a trial of the seniors. Have the challenge made by a committee from a college faculty or by potential employers of these students who deem themselves now fully qualified to "carry on." The recording clerk should be in the person of Father Time.

Members of the class must argue their own case before a judge, who represents society. The jury should be drawn from students who represent members of the faculty. Members of the junior class, as they are called to the witness stand, can put up a strong and humorous "case" for the plaintiff. Other witnesses who represent fond parents and relatives of the seniors can put as strong a "line" for the defendant.

The trial can be made humorous in the extreme. It can also carry a bit of a lesson as the defendant tries to prove he is intelligent, educated and capable of assuming his responsibility as a citizen. When he attempts to prove that he is physically and mentally sound, that he has a magnetic personality, that his integrity is above reproach, that he believes in free speech and fair play, the junior class may pull all the school jokes and insert as much local color as they choose. The cross examinations may become heated and ludicrous.

The verdict as read by the foreman of the jury should bring the trial to its high climax, and the pronouncement should come in the sentence (another year of school) or the dismissal (for graduation) of the defendant.

## A HOBBY TO RIDE

Now that vacation and summer time are just around the corner, a "hobby to ride" is in order. The fundamental objective of such a program should be to encourage the students' interested endeavor in as many fields as possible.

Arrange an assembly program where students may show the interesting and valuable results of hobbies, both collective and creative. Then have teachers talk and demonstrate, if possible, other hobbies which will tend toward the worthy use of leisure time.

The teacher's hobby should be one of her own choosing, for the enthusiasm which this has kindled in her own soul will go far to set a kindred spark in the soul of the student who has permitted his leisure to count for little or nothing. These students do not want to be told what they must do but they are open to suggestions as to things they might do.

Have the stage equipped to accommodate the various exhibits: tables, easels, screens, bulletin boards, drapes, etc. Some of the exhibits should be in place when the program opens and others be arranged as a part of the performance.

A few spaces should be left vacant and these be "bargained for" by students who become interested in the talks of instructors concerning hobbies not exhibited.

Teachers should be in charge of this reproduction of a hobby show. The scene should open with a few students, each busy with the arrangement of his individual display. The whole program should appear as impromptu as possible. Teachers' inquiry should lead the hobby fan to tell something concerning his own pet hobby. Disinterested students should stroll in, and through the above mentioned conversations become interested to the point of desire for hobby rides of their own.

The following suggestions have to do with popular hobbies in which a great number of people are now interested. This particular list has been chosen, that platform conversation may come easy and natural in this, the schools first, hobby to ride program. Collecting: old coins, stamps, books, book plates, butterflies, bugs, stones, woods, maps, newspapers of various countries, masks, theatre, orchestra and opera programs, dolls, arrowheads; creative: ship models, costume designs, stage models, bird houses, paintings, candid camera studies, wood carving, marionettes, basketry, weaving, metal crafts.

The list could go on and on. In planning your hobby platform show, use any types the students or teachers may suggest. The program should take from thirty to forty-five minutes. It will prove to be not only entertaining and educational but an

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inspiration to numerous boys and girls. The growth of such inspiration, and the hobbies added from year to year will lead to a community pride in the school, as this cross section of leisure time activities is shown by the students.

Hobby books may be procured at the average library. The following list is most interesting. The Stamp Collectors Own Book, Care and Feeding of Hobby Horses, Making Things for Fun, How to Ride Your Hobby, Wood Carving as a Hobby, Handbook of First Puppets, On Soap Sculpture, Complete Model Aircraft Manual, Hobbies for Everybody, Popular Crafts for Boys.

### CHEER UP, BETTY

*A Short Radio Play, by Gwen Crane*

Characters: The mother and father of three high school students.

Their dramatic son, John.

Their athletic son, George.

Their musical daughter, Gladys.

A new tenth grader, Betty.

An "all around" high school girl, Marjorie.

The scene is a home in Janesville.

The time is after school.

When the curtain rises, John is alone in the living-room waving his arms dramatically and evidently talking to himself.

JOHN (*in a loud tone, with much emphasis*): So, what have you got to say for yourself? Are you doing your very best? No, let's see—Are you doing—Are you doing your very best? Are you—Oh, goodnight! (*disgustedly*.)

FATHER (*enters*): Yes, by all means, John, goodnight! What are you doing?

MOTHER (*enters laughing*): Why, father, don't you recognize another dramatic club project? I thought you were used to John's orating by this time.

JOHN: But, Mother, this isn't just any old thing. Dad, didn't you know I'm in the all school play next week? That's really something! But I've got to enunciate better if I want to keep my part. Our adviser is awfully particular.

FATHER (*sighing resignedly*): Well, I suppose I can read my (*local paper*) in the dining room. (*He leaves*.)

MOTHER (*calling after him*): We'll all be there within half an hour if George gets home from football practice on time. (*To John*) Glads is bringing Betty—you know—the new little tenth grader—for dinner tonight.

JOHN: I guess I just met her formally once. Cute—but so solemn looking, as if school were just one worry after another. She needs cheering up.

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MOTHER: The girls are doing their best. You know how jolly Gladys always is. Marjorie's coming too. Then they're all going to operetta practice at seven.

GEORGE (*who has entered front hall and dropped his football equipment on the floor right after the word "Marjorie" in the above speech, now comes into the living room with a voice full of vitality*): Hi, Mom! Hi, Bud, old thing! What's this about Marjorie?

JOHN: George, your dear little (*high school paper*) reporter is coming over for dinner.

GEORGE: Did you say (*high school paper*)? She knows her Home Economics too, and I don't mean maybe. In fact, she has a dandy average in all her subjects—and then she doesn't just hang around the halls and make a general nuisance of herself in her spare time. She can out swim any girl in high school, makes her own clothes, plays in the orchestra—Gee! How does she do it?

JOHN: Whatta girl!

MOTHER: That's the very reason Gladys wants bashful Betty to learn that the "all work and no play" idea is not wise. Marjorie's not only versatile herself. She inspires all the other girls to activity, too.

GEORGE: Marjorie, the activity girl! And how!



I heard her round up some debaters this morning. What a line!

JOHN: Boy, it surely pays to know how to *talk* in this day and age.

GEORGE: But I remember when you used to shake in your boots, just speaking one line in a play, like "Madame, your Chevrolet is in the driveway"—or something. I'm sometimes sorry, my dear brother John, that you ever went in for Speech in such a big way. You're really too glib with your tongue. Now, take football—or basketball—. *(the three girls enter with some commotion)* Hi kids! About time you got here! Here she is Johnny *(teasingly)*.

*(Everyone talks at once.)*

GLADYS *(practically shouting)*: Hello, everybody.

MARJORIE: Good evening, Mrs. Jones.

MOTHER: Good evening, Marjorie.

JOHN: Hello, Marj. Hello, Betty.

GLADYS: Betty, you know the whole bunch, don't you?

*(Their voices become more distinctly individual)*

BETTY *(a bit shyly)*: I think so.

MOTHER: I'm so glad Betty could come. We didn't see much of her the first six weeks.

BETTY: I *was* rather busy.

MARJORIE: She made the honor roll, too, the very *first* time. Isn't that wonderful?

GLADYS: Yes, but she studied *too hard* just the same. I'm glad she's in the glee club now, and the orchestra, too, aren't you, Betty?

BETTY: Yes, and I like the teacher so much. I have her in English, too, and she advised me to start some—what do you call them?

JOHN: Extra-curricular activities? Say, now I know who you are! *(he laughs good naturedly.)* The little girl I meet coming out of the library every day with a big pile of books. Are they all yours?

BETTY *(joining the laughter of the group)*: No, I was helping the librarian. I'm planning to be a librarian myself some day.

GEORGE: That's a great idea—but why be a hermit while you're learning? Honest, Betty, poor old John had the Homecoming Dance practically spoiled for him when he heard you were staying home to study. You ought to relax once in a while. Marj says you're a keen dancer, too. You aren't supposed to study *all* the time.

BETTY: Well, I didn't know anybody at first—and I wanted to get on the honor roll—and—

MARJ: But, she's going to try a few B's instead of all A's the next time, aren't you, Betty?

BETTY: It *does* sound like more fun.

MARJ: It isn't just the fun part. It's personality development too. All modern schools like

those in Janesville want their students to turn out to be well balanced citizens. Of course we've got an activity point system to limit us if we get *too* involved in activities.

JOHN: Yes, but every student should choose at least one—say debating—for recreation, shouldn't he, Mom?

MOM: Not necessarily debating, Johnny. But *something*, yes! Every student's talents are different, and school activities in Janesville certainly offer great assistance to the development of individual talents.

GEORGE: If any!

BETTY *(eagerly getting into the spirit of the thing in this friendly atmosphere)*: Oh, everybody has at least one thing he does better than anything else. He usually makes it his hobby. I'm beginning to see what you all mean. We all have *some* leisure time, and school activities help us fill it in with really *worthwhile* things.

GLADYS: That's it, Betty! We're supposed to do good work in classes too, of course—but be busy and happy with our hobbies besides.

MOM: And that reminds me—can one of you boys take the girls to operetta practice, and also get me a loaf of bread?

JOHN: Here I am, Mother.

GEORGE: Ladies, I give up the honor to John. I'm so dead *tired* after that football workout, I'm half asleep already. Maybe some of Gladys' fudge cake will revive me—*(he has relaxed since the excitement of football practice and is now genuinely weary)*—but I really ought to hit the hay right after dinner—the way I feel.

JOHN: No foolin' I'm Johnny on the Spot when it comes to—*(searching for a word)* most anything! Attitude—initiative—classwork—

GLADYS: Please stop being funny for awhile, and take your cornet off the piano stool. I'm going to practice this song before dinner. Betty, will you be my accompanist?

BETTY *(looking at music)*: If you think I can do it.

JOHN: Of course you can!

GEORGE: Here's to the high B flat, sister Gladys.

BETTY: Oh, I remember this—. *(She plays the introduction to a song by Gladys.)*

*(At the conclusion of the song, all applaud and compliment her, but are soon interrupted by)*

FATHER *(calling out from the dining room)*: Say, everybody, the soups getting cold. Do you want your dinner—or do you?

*(Concluding chords from the piano as they go into the dining room.)*

## The People's Choice

MARY M. CRANE

(This skit for eight boys requires no curtain and can be given anywhere. Eight chairs and a table are needed. The boys are numbered in the order of their first speaking. They are called by their own names or nicknames when not assuming a character.)

The boys all enter in a group. A few sit, the others stand around.)

FIRST BOY: That's the first political speech I ever listened to, all through.

SECOND: Did you understand it, ———? (Insert name.)

FIRST: I understood most of it, but I didn't believe it all.

THIRD: It seems to me that these politicians talk very loudly about certain things, to make you forget other things.

FOURTH: Yes; this Senator Sorghum always talks about the tariff.

FIFTH: But the tariff isn't the only important matter the President and Congress will have to deal with.

SIXTH: I should say not. There are many big national questions, and some foreign matters, too.

SEVENTH: Sometimes I wonder that any man is willing to be the President of the United States. It's such a big job and he has to know so much.

SECOND: Oh, I don't know. He has plenty of advisers.

THIRD: Yes, but he has to choose his advisers.

FIRST: He always has to keep an eye on what Congress is doing.

EIGHTH: And he is always pestered by people who want offices.

SECOND: It can't be so bad. Plenty of men are willing to be President, and many have taken a second term.

THIRD (to SECOND): Suppose you were elected President, ———, would you be ready to go ahead and make all kinds of decisions?

SECOND: You know I'd have to be 35 years old. By that time—well, I'd do my best.

THIRD: See here, boys. Let's pretend that ——— has been elected President but has not taken office, and people come in to ask all sorts of favors.

(The boys all give assent, those who are seated rise, and SECOND puts on an air of importance. THIRD directs the game. He puts SECOND behind the table at the left, his left side toward the audience.)

THIRD: ———, here you are, in your office, at your desk. At the right, here, is the waiting-room. Let's arrange the chairs. (The others help.)

This chair (THIRD places a chair at the center) is the wall, and here (he indicates the space back of the chair) is the door into the office. I'll be (thinks a moment) John Hay, the secretary, and usher in the visitors. (The President-elect pretends to be writing, and JOHN HAY puts on a business-like air.) Gentlemen, please be seated. I think Mr. Dusenberry will see you presently. (The six boys sit and consider their errands. JOHN HAY goes respectfully toward the desk.) If you please, Mr. Dusenberry, several gentlemen are here, hoping to speak to you. Will you see them?

DUSENBERRY: I'm very busy, but I'll see each one for a minute. Learn their names and who they are.

JOHN HAY: Yes, sir. (Glances around) I'll bring a chair.

DUSENBERRY: Better not, John. If you give 'em a chair, they'll stay too long.

(JOHN HAY bows and returns to his station at the back. DUSENBERRY resumes the motion of writing, each time, until the visitor is near.)

JOHN HAY: Gentlemen, Mr. Dusenberry will see each of you for a short call. Who is first? (FIFTH rises and goes to JOHN HAY.) Your name, please?

FIFTH (in a low voice): My name is High-Hat. I'm from Pittsburgh.

JOHN HAY (loudly): Mr. High-Hat, of Pittsburgh.

(HIGH-HAT goes toward desk. DUSENBERRY offers his hand, each time, without rising.)

DUSENBERRY: How are you, Mr. High-Hat?

HIGH-HAT: How do you do, Mr. Dusenberry? I wish to congratulate you on your election.

DUSENBERRY: Thank you. Will you please state your business, briefly?

HIGH-HAT: I have never gone into business, Mr. Dusenberry. My grandfather left me a million, and I have invested it in good securities—tax-free, of course—and made a tidy fortune.



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DUSENBERRY: Indeed? And what is your business with me?

HIGH-HAT: Why, my wife and I think we'd like to live in Paris, and I should like to be appointed Ambassador to France. In fact, the place was promised to me.

DUSENBERRY: Promised? by whom?

HIGH-HAT: By our local party chairman.

DUSENBERRY (*suppressing a smile*): And what are your qualifications for this important position? Do you speak French?

HIGH-HAT: I can say Parlyvoo Francly, and when I get to France I can easily pick up the rest.

DUSENBERRY (*nods*): Well, Mr. High-Hat, there are already 49 men who wish to be considered for this place. If I find that none of them will do, I'll let you know. (*He nods to JOHN HAY.*)

HIGH-HAT (*all puffed up*): Thank you very much, Mr. Dusenberry. Good afternoon.

(JOHN HAY escorts him out. FOURTH is the next volunteer.)

FOURTH: I am Farmer Cornlossel, of Hickory Corners.

JOHN HAY: Farmer Cornlossel, of Hickory Corners.

DUSENBERRY (*after greetings*): I've often seen jokes about you in the papers.

FARMER (*laughs*): There's no harm done by them. They don't hurt my feelings. I just dropped in to say I'm mighty glad you're elected.

DUSENBERRY: Thank you.

FARMER: And say! You look just like your pictures.

DUSENBERRY (*smiles*): How are things out your way?

FARMER (*strokes imaginary whiskers*): Well, we've had a good rain, and the crops have all been fairly good. I've nothing to complain of, myself, but some of my neighbors are deep in debt. I tell you what, Mr. Dusenberry, a farmer in debt in these times is pretty down-hearted. Don't you think you can do something about the taxes, and the tariff, to help them?

DUSENBERRY: I earnestly hope to do something to relieve them.

FARMER (*nods*): Thank you, sir. (*Leans forward confidentially*) I don't like the face of this hired man of yours. Do you trust him?

DUSENBERRY (*smiles*): I've employed him for 20 years.

FARMER: Well, you ought to know best, but I'd watch him. Goodby.

(JOHN HAY escorts him out. FIRST comes next.)

FIRST: I am Jigaree, the well-known civil engineer.

JOHN HAY (*loudly*): Mr. Jigaree, the well-known civil engineer.

JIGAREE (*after greetings*): Now that you will occupy a position of immense influence, I wish to bring to your attention some of my recent engineering plans. First, in regard to our island possessions. Because of the great expense and inconvenience of managing the islands where they are, I propose to begin with Puerto Rico and move them all up to the mainland. (*Consults a card from his pocket.*) The cost per island, I estimate, would be——

DUSENBERRY: Wouldn't the moving of Puerto Rico disturb the Gulf Stream?

JIGAREE: I hadn't considered that possibility. I'll look into it. My other plan is to modify the winter climate of our Northern tier of states. I propose to build from 60 to 75 immense pipes to conduct hot air from the equatorial region to the North, for four months in the year. That would cost only (*looks at card*) two million——

DUSENBERRY: You would abolish snow and ice, eh? You'd have to take a vote of the citizens of all the states affected.

JIGAREE (*turns away satisfied*): Thank you very much. I'll get busy at once.

DUSENBERRY: At your own expense, of course.

JIGAREE (*turns back astonished*): Im-possible!

DUSENBERRY: So long.

(JOHN HAY shows him out. SEVENTH rises next.)

SEVENTH (*low*): My name is Whing-Whang. I'm president of the Whing-Whang Distillery Company.

JOHN HAY (*loudly*): Mr. Whing-Whang, president of the Whing-Whang Distillery Company.

WHING WHANG (*boldly, before DUSENBERRY can speak*): Mr. Dusenberry, I represent one of the largest distilling firms in the country. In my opinion there are too many firms in our line, and I want you to cut down the number.

DUSENBERRY (*shakes his finger*): Mr. Whing-Whang, there is a great deal of complaint about you. You have constantly violated the law in your business.

WHING-WHANG: Haw, haw! Do they expect me to keep the law? I dictate; I don't intend to be cramped by laws.

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DUSENBERRY: There's an increasing number of people in this country who are getting ready to shut down on your business, for good. You'd better be contented with the millions you are making.

WHING-WHANG (*shakes his head as he turns away*): Those narrow-minded fanatics!

(JOHN HAY conducts him out.)

DUSENBERRY: John! (JOHN returns. DUSENBERRY wipes his face.) Where's the Vice-President-elect? He ought to help me with these troublesome visitors.

(EIGHTH looks up with an idea.)

JOHN HAY: He's right here, sir. I'll ask him to come in. (*Goes to door.*) Mr. Dusenberry asks if Mr. Flapdoodle will come in. (EIGHTH rises. JOHN announces) Mr. Flapdoodle, the Vice-President-elect.

(FLAPDOODLE steps in airily, putting an imaginary flower into his button-hole.)

FLAPDOODLE: Good afternoon, Mr. Dusenberry. Lovely weather we're having.

DUSENBERRY (*sternly*): Mr. Flapdoodle, if we are to be associated for four years, you ought to begin to share the responsibilities. I wish you would receive some of these visitors and dispose of them somehow.

FLAPDOODLE: Really, I couldn't consider it. It would bore me dreadfully to talk with these people who want one to do something. My wife and I intend to be leaders of Washington society, and I'll just leave politics to you. Good afternoon.

(*He saunters out. DUSENBERRY shakes his head.*)

SIXTH (*rising*): My name is Blowhard. I'm

JOHN HAY (*aloud*): Mr. Blowhard, from Chicago.

BLOWHARD (*enters confidently*): Well, Mr. Dusenberry, (*shakes hands*) since you have been elected, largely through my efforts, I've dropped in to see which place in your Cabinet I am to have. If it's Secretary of the Interior, I have several plans. One is to connect all the river systems by canals. Another is to turn Wisconsin entirely into a park—wipe out all the cities and farms and have nothing but attractions and amusements, with paved roads everywhere.

DUSENBERRY: Some concessions, I suppose?

BLOWHARD: Certainly; filling stations and concessions of all kinds every five miles. They'd pay for the improvements in fifty years. But my first choice of office would be that of Secretary of War. My first undertaking would be *this*. (*Looks around, then speaks confidentially.*) Have you ever considered the shape and situation of Mexico? how it lends itself to attack from the north, east and west? We could gather the Atlantic fleet in the Gulf of Mexico, and the Pacific fleet along the western coast, and have the army, five hun-

dred thousand strong, gathered along the Rio Grande and further west. Then we'd send a trusty man down to Mexico to stir up a quarrel, and at the proper moment all the forces would attack together—and in three days the whole country would be ours—an immense and valuable area added to our domain.

DUSENBERRY (*after a moment*): Mr. Blowhard, did you ever hear of the Kellogg Pact?

BLOWHARD: Well - ah - of course I have heard of it. But it's merely sentimental twaddle. Nobody means it, here or abroad.

DUSENBERRY: I can't speak for other countries—though in this matter of war I trust the common people everywhere; but in every million of Americans, nine hundred ninety-nine thousand, nine hundred ninety-nine *do* mean the Kellogg Pact with all their hearts. We are not stirring up foreign quarrels and invading other countries. No, Mr. Blowhard; I see that you and I could not work in harmony.

BLOWHARD (*waves arm as he turns away*): It's your loss, Mr. Dusenberry—yours and the nation's.

(*When he goes out, FIFTH rises and goes toward JOHN. DUSENBERRY sees him and rises, waving his hands.*)

DUSENBERRY (*vigorously*): That's enough! Don't let any more in. If I live through these four years I'll go and find a desert island and never speak to anybody again. (*He leaves his desk, wiping his face, the seated boys rise and all relax, laughing.*)

THIRD (*slaps SECOND on shoulder*): You're all right, —, and you don't have to be the President.

SECOND: That's a comforting thought.

(*All go out, talking.*)

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# Parties for the Season

MARY HELEN GREEN, *Department Editor*

## THE BIG APPLE FESTIVAL

"When it's apple blossom time in Normandy," that's where "I want to be," or if it's apple picking time in the high school that's where the juniors and seniors want to be.

To enter an apple orchard through a gate with red apples topping the posts and with a picket fence at either side, is to assure the guests that they will receive their share of the crop.

Within the open spaces in front of the fruit bearing orchard are placed the tables for the banquet meal. Quartet tables will give the idea of a night club. If longer ones are used, a U-shaped arrangement with the guests seated only on the outer side is recommended for one hundred per cent visibility for program numbers. A big red apple placed at the open end of the "U" makes a antique source for program numbers.

In large groups, if place cards are used, it is an important detail to have hostesses responsible for telling a certain group of the guests, before dinner is announced, just where they are to sit. This avoids much unnecessary confusion.

The program, between the courses, may consist of: a song—a parody on apple picking written to the tune of "When It's Apple Blossom Time in Normandy;" a dance—either picking the fruit from the orchard or a dance around the big apple itself; a stunt—a worm which crawls out of the apple and as a measuring worm grades the seniors' capabilities; a reading or dialogue—one with a domestic setting in which a maid or a grandmother, as she pares apples, relates what she has heard about the juniors and seniors.

A novel way to present favors is to have them distributed with characteristic remarks by Apple Annie, or by an apple vender who, while he pushes his attractively decorated cart ahead of him, sings a parody on apples based on the song, "The Peanut Vendor."

Aplets—a candy made from apples, paper apples to which are attached favors, or golden apples such as Paris gave to Venus for her beauty are possibilities for distribution.

The candle-stick holders and program covers carry out the same idea—that of apples stenciled on paper and hand tinted. Artificial apples and

leaves or apple blossoms will furnish the centerpiece.

A menu suggestion follows:

Transparent cocktail  
Delicious ham  
(Grimes) Golden corn Early harvest potatoes  
Maiden blush salad  
Cheese apples  
Imperial Crunch

The salad is made with pears, one side of the cheek being tinted lightly with red vegetable coloring. Spiced crab apples will lend tastiness to the meal. Imperial crunch is "apple crisp"—a rich mixture of brown sugar, nuts and butter baked over sliced apples and served with a small amount of whipped cream.

The more serious program prefaced by the quotation, "A word fitly spoken is like apples of gold in pictures of silver," is also inspired by the apple itself:

The Stem—attachment to school and influences.  
The Core—what people are at heart.

The peeling—what people seem outwardly; the ripening.

The Polish—refinements; "polishing apples."

The Seed—sowing and reaping.

Small touches such as big apple prints for the waitresses' aprons and caps add greatly in carrying out the theme of any party.

Any chairman who carefully plans a big apple festival will naturally be in the minds of the guests the "apple of their eye" and will go home with nothing to crab about. Apples this day will surely keep the doctor away.

## HOTEL LOBBY

Would it create a bit of excitement if at the end of an assembly a special messenger delivered to each senior a telegram which invited him to the Prom Hotel for the annual event? If the school is too large for this method of distributing invitations they may then be delivered to the reporting group.

As the guests approach, the doorman gives the best of service. At the entrance to the lobby is seen a lighted hotel sign. The lobby itself contains the clerk's desk, a telephone booth, a radio, a

travel information bureau, chairs for an orchestra, tables, chairs, writing desk, lamps and other furnishings which are needed for convenience. A bulletin board announces this special party.

All guests are requested to register with the clerk and are given from alphabetized pigeon-holes behind the desk, their mail which consists of a program and a key. The key may be a place-card for dinner giving the seating location at the table, or it may be a ticket for refreshments, if no meal is served.

Registration in this way gives a check on attendance in the larger schools where outsiders are apt to come uninvited. Check boys or girls will take wraps after the registration.

Original skits in rhyme center around the lobby. One is based on a telephone conversation heard from the booth. A travel bureau gives the setting for a senior prophecy. A "hobby-lobby" program broadcast over the radio reveals the pet hobbies of the class members. The bellboys with military precision give a song and dance.

The dinner is, of course, the "chef's special" which should include favorite foods. The meal may be served in the lobby or on the roof garden. Since the decoration committee will wish to spend most of its time on arranging the lobby and on the programs and keys, the tables may be simply decorated with spring flowers and candles. A colored paper doily placed under the water glass lends color to the table. A design of the hotel made in three dimensions may be used as a covering for the nut cup, and serve as a favor. For additional favor a piece of candy, the size of hotel guest soap, may be wrapped as a bar of soap, and labeled "guest size."

After dinner, either social dancing or speeches are in order. Subjects for toasts are:

Transients—junior welcome.

Manager—senior response.

Elevator operators—pupils who rise by their own merits.

Chefs—teachers and principal who feed wholesome food for thought.

Travel clerk—the senior's future, his vocations and avocations.

"Lobbying" is always an interesting form of amusement. Will it not be even more entertaining to the juniors and seniors as they see their school building converted into the Prom Hotel?

#### CIRCUS DAYS ARE HERE AGAIN

With the arrival of summer not far in the distance, it is natural for the children, and those adults who find children an accepted alibi for attendance, to give thought to the approaching days.

To bring those days a little nearer many schools have chosen the idea of an indoor circus for their prom.

For real inspiration, it is suggested that some interesting article on the circus be read or re-read. Such an article is found in the National Geographical magazine for October, 1931. A chapter on the circus found in Werner's biography of Barnum also presents helpful ideas.

Informal invitations made in the form of an "admit one" variety will include the necessary data as to time, place and type of party.

Circus wagons, circus tents, the three rings, and animal figures are hints for table decorations, including place-cards and programs.

The wagons, made from animal cracker boxes, are held up by confection or pretzel stick axles fastened into round wafers, which serve as wheels. These wagons are drawn by cardboard or wooden horses.

Circus tents are made with poles of candy or pretzel or cocktail picks, which are anchored firmly in a substantial base, probably gum drops—all this to be topped with a cone-shaped piece of paper. Animals will find their way in under the tent.

Set up in each of the three rings should be a training act, a trapeze or tumbling act or bare-back riders. Expressive figures may be easily made from paper, yarn and pipe cleaner.

A jigsaw artist among the juniors will be happy to contribute his work in making animals for favors.

If a program other than one of toasts is desired at the prom, a barker with much elaboration of

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The year after...  
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words may be employed as the announcer of a parade of animals (pupils dressed as animals,) an animal training act, a dog dance, a tight-rope walker, a tumbling act, and a tuba and piccolo duet.

The omnipresent clown—whether of the slapstick, artistic or acrobatic type—and the popcorn, peanut or balloon vendors, who may distribute favors, will fill in the time between acts. No circus is complete without the hurdy-gurdy man.

At banquet time comes:

- THE GREATEST SHOW ON EARTH
- (the menu)
- Advance publicity
- (cocktail)
- Big Show
- (meat)
- Circus tents
- (potatoes in cone shape)
- Tent poles
- (full length beans or asparagus)
- Side show
- (side dish of salad)
- Big Top
- (celery)
- Jumbo
- (olives)
- Balloons
- (round balls of ice cream rolled in nuts)
- Animal Crackers
- (sandwiches of animal crackers with cheese between)
- Circus-ade
- (drink)

"The Show Must Go On" heads the after-dinner program. This is followed by the toasts and music:

Feeding of the Show—junior welcome.

Side-walling—senior response.

The Sawdust Trail—high school days.

Three Ring—life as a three-ring circus.

The Calliope—a musical number.

Another group of suggestions for toasts follows:

- |                |                 |
|----------------|-----------------|
| The Unloading. | The Clowns.     |
| The Parade.    | The Aerialists. |
| The Trainers.  | The Midway.     |

The Big Top.

And with the tune of "I Love to Ride the Horses" or the "Flying Trapeze" ringing in the ears of the crowd the lights are dimmed and the big top is torn down to get ready for the next big show.

Note: Juniors who are superstitious should carefully consider the fact that it always rains on circus days.

## An Education Tour

(Continued from page 358)

The two days spent here were most pleasant and profitable. The drive down Riverside Drive and Fifth Avenue in the school busses will never be forgotten by any member of the party. Grant's Tomb, Central Park, the Empire State building, Rockefeller Center, and many other interesting and historic places were seen along the route.

A boat ride past Ellis Island and the Statue of Liberty was taken just as the "Normandie" was passing by. To see the New York skyline at night from the harbor is a sight that no one will forget.

After New York, the party left for St. Louis and Jefferson County. The money was holding out well. Everyone was in good spirits, but tired, so it was decided to stay in cabins and buy meals on the way home in order that each might be in better condition to relate the highlights of the tour.

Herculaneum was reached on the fourteenth day after leaving. Each bus had traveled 2,400 miles without a puncture or a penny of expense, except for oil and gasoline. Four hundred ninety gallons of gasoline and forty quarts of oil were consumed. Everyone reached home feeling that in spite of the money spent and the time given, the tour was more than worth while.

The success of the trip was due not only to careful planning and care in executing the plans, but also to the fine spirit of co-operation given by everyone. Parents are even more enthusiastic in praise of the tour now than before. All who went along are unanimous in voicing the great educational value and importance of such a trip.


There is no question but that something has been started here which will be hard to stop. But should it be stopped?

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## School Activities Book Shelf

**WHO ARE YOU?** by Paul E. Johnson. Published by Abingdon Press, 1937. 204 pages.

The author of this book is dean and professor of philosophy in Morningside College. The book is one on character and personality for young people. It differs from other books on this subject largely in the emphasis it gives to matters of morality and religion. The author has treated the practical aspects of youthful living with the consideration of spiritual values in a way that many educators will appreciate.

The following chapter headings are significant: Introducing Ourselves, A Good Conscience, Right or Wrong? Adventures in Freedom, Is It Love? The Goals We Seek, and Christian Personality.

**MOTION PICTURES IN EDUCATION**, by Edgar Dale, Fannie W. Dunn, Charles F. Hoban, Jr., and Etta Schneider. Published by the H. W. Wilson Company, 1937. 472 pages.

This is a summary of the literature on this subject—a source book for teachers and administrators. The volume is divided into six parts—The Administration of Visual Aids, Teaching with the Motion Picture and Other Visual Aids, Selecting Instructional Materials, Film production in Schools, Experimental Research in Instructional Films, and Teacher Preparation in Visual Education.

Heretofore the use of the new and powerful educational medium, the motion picture, has presented serious difficulties. The student of visual education found bibliographies scattered and inadequate and most materials impossible to get. This book has overcome those difficulties in a large measure and should receive a hearty welcome from school people who see the immense educational possibilities in the field of education through motion pictures.

**THE COMMUNITY SCHOOL**, edited by Samuel Everett. Published by D. Appleton-Century Company, 1938. 487 pages.

This is a contribution to educational theory and practice from the Society for curriculum study. It is a report, analysis, and discussion of community-school programs which have been experimented with in a number of communities of different types. It presents a thorough study of

working programs for making the school an integral part of community life. It is the work of twelve prominent educators each of whom has based his contribution on personal experience with community-school programs.

The programs studied in this book are designed for a wide variety of situations: well-to-do urban communities, rural communities, a foreign district in a large city, a laboring community, a negro community, a Hawaiian group, and an Indian community. The discussions deal with all phases of the problem of making the school a dynamic force in community development, stressing particularly the kind of education needed, the curriculum problem, school administration and educational and community planning.

**VOCATIONAL GUIDANCE FOR HOME ROOMS**, by J. C. Wright and Donna S. Wright. Published by the Extra Curricular Publishing Company, 1937. 302 pages.

This book is designed to aid home room teachers, vocational guidance directors and students to solve the vocational guidance problems of the high school. Part I is made of chapters entitled: College? Success? Am I a Highbrow? Got a Job, Mister? and Another Letter from a Bald-Headed Man to His Red-Headed Daughter. As the chapter titles indicate, they are inspirational and generally informational. Part II describes the various occupations, gives the advantages and disadvantages of each, and points out the traits and qualities of young people that will adapt them to the needs of each.

**THE STUDENT EDITOR**, by James W. Mann. Published by the Macmillan Company, 1938. 149 pages.

This is a guidebook for beginners in school journalism; also for those who began some time ago. Its scope is more than the title implies. In its twenty chapters it directs the whole job of publishing a school paper. With easily understandable text material and numerous illustrations the author has left almost nothing undone but what must come from actual experience of the student. The adviser of every publication staff will welcome this book.

## Comedy Cues

An old darkey approached the minister.

"Parson, suh," he said, "Ah wants you all to pray for me. Ah's in a bad way, suh. Ah's got a floating kidney, ah has, suh."

"No, Rastus," said the minister, I can't pray for physical things like floating kidneys. I only pray for spiritual things."

"Then how come you all prayed last Sunday for the loose livers?"—*The Balance Sheet*.

Si: "Yes, sir, as sure as I sit here now, I shot that old double barrel at that flock of ducks and I brung down five of them."

Zeke (unconcernedly): "Didn't I ever tell you about me hunting frogs the other night? I fired at one, and five hundred croaked."

The train was one of those cross-country affairs that stop at every station and frequently several times in between.

Toward the end of a very long journey the ticket collector came round the carriages.

"Look here, sir," he said to one of the passengers as he examined his ticket, "that boy is too big to travel half fare."

"Is he, really?" replied the passenger quietly. "Well, he was small enough when we started."

—*Tid-Bits*.

### CONTENT

Would-be Employer: "Have you any references?"

Would-be Employee: "Sure, here's the letter: 'To whom it may concern, John Jones worked for us one week, and we're satisfied'."

### COME TOMORROW

Art Dealer: "This is the only Rembrandt for sale in all Europe."

Miss: "But you told me you had two."

Art Dealer: "Yes, the other one isn't quite ready yet."—*New Mexico School Review*.

"Sir, when you eat here you do not need to dust off the plate."

"Beg pardon, force of habit. I'm an umpire."—*Typo Graphic*.

Voice on telephone: "Is this the City Bridge Department?"

Gruff Voice: "Yeah."

V. O. T.: "How many points for a little slam vulnerable?"

### PAGE A CONTROVERSY

"O Willie, what's this queer looking thing with about a million legs?"

"That's a millennium. It's something like a centennial, only it has more legs."

### MILESTONES

Judge: "You say that when this man's car ran over you, you had both legs, your left arm, and your nose broken. Was that when you lost your left ear?"

"No, your honor, I lost that ear four runovers ago."

A traveling man who had been obliged three times to take an upper berth in the sleeping car "Aloha" has requested the Pullman Company to please name the next one "Anuppah."—*Christian Union Herald*.

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